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ABSTRACT

This curriculum guide contains the materials required to teach a course to prepare students for employment as practical nurses. The following topics are covered in seven instructional units: successful learning skills, positive self-concept, techniques for a balanced lifestyle, communication skills, legal and ethical issues, organizational and management skills, and techniques for career success. Each unit contains some or all of the following: objective sheets, suggested activities, handouts, supplements, transparency masters, activity sheets, assignment sheets, instructional supplements providing suggestions for teaching basic skills, job sheets, practical tests, written tests, and assignment sheet and test answers. Academic skills training is combined with vocational training throughout the instructional materials. To assist teachers in identifying activities that promote basic skills development, a marking system of simple graphic symbols, or icons, is used to denote which of the following nine general basic skill categories is being emphasized: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (MN)

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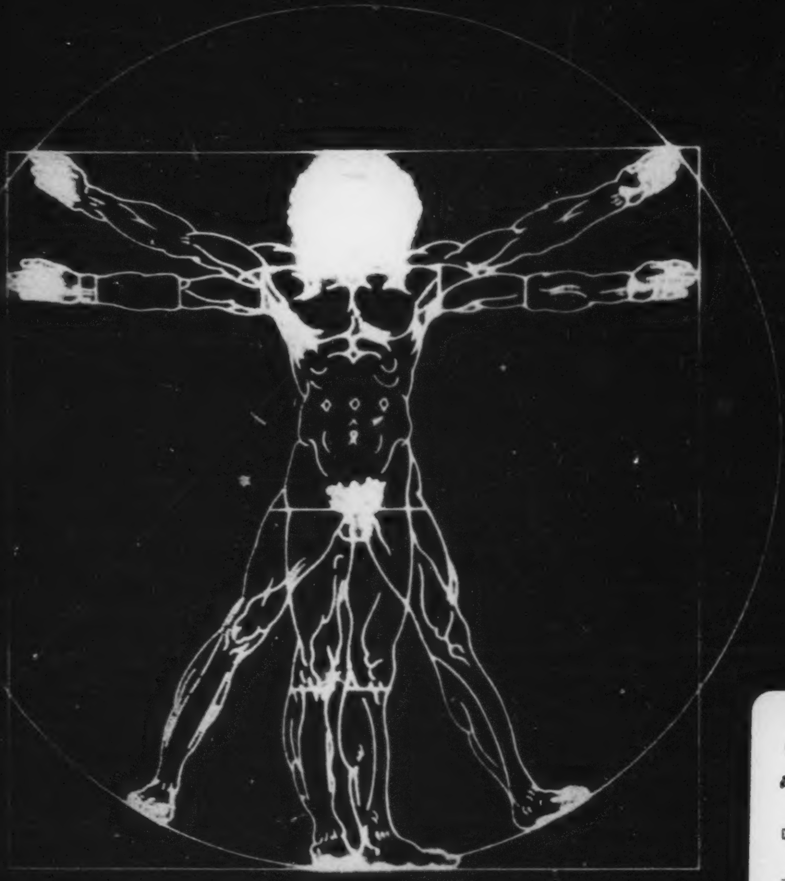

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Nursing Concepts

Teacher Edition

Developed by the
Curriculum and Instructional Materials Center
for the Division of Health Occupations Education
Oklahoma Department of Vocational and Technical Education

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NURSING CONCEPTS

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FOREWORD

This publication is one of ten comprehensive courses from the Practical Nursing series of competency-based curricula developed by the Curriculum and Instructional Materials Center. It is designed to prepare students for employment by systematically guiding the student's learning activities from the simple to the complex.

A major challenge in the development of these materials has been to identify content and learning activities which will prepare health care practitioners who can function effectively in the rapidly changing health care industry. To meet this challenge, we have relied heavily upon the input and support of health care industry professionals.

The information found in each of the courses in the Practical Nursing series will help the instructor plan and implement a systematic learning process which will ensure student mastery of specific outcomes. Although we believe these publications do provide a systematic, functional curricula, instructors are encouraged to localize, individualize and supplement these materials to meet specific student/client needs.

Roy Peters, Jr.
State Director

Gail Pearson
State Supervisor
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PREFACE

This publication is a result of our belief that each student, properly prepared, can learn and reach occupational competency. At the core of this belief is the promotion of lifelong learning through teaching students *how* to learn. It seems fairly obvious that learning how to learn should precede occupational training; however, teaching students learning skills is not always as easy as it sounds. Even though occupational instructors may be experts in their profession and may know instinctively how to learn, they may not have the materials or instructional resources to teach students these learning skills. Hopefully, this publication will give the instructors what they need to produce effective learners of all ages.

Sherry Wietelman
Vocational Curriculum Development Specialist
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ACKNOWLEDGEMENTS

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A generous thank you is extended to the professional individuals who served on the *Nursing Concepts* curriculum task analysis and validation committees. Their contributions of time, talent, and knowledge in determining the content of this publication are greatly appreciated.

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Oklahoma Department of Vocational and Technical Education Health Occupations Education staff who provided leadership and direction on this project also deserve special recognition.

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Special recognition is expressed to Sandra Williams, writing contractor, for her work on this publication, and to Billie Frazier, Copy Specialist for her help with all my copyright questions.

Special thanks go to Sulinda Moffett, Executive Director and Dr. Charlotte Rappsilber, Associate Director of Nursing Education at the Oklahoma Board of Nursing, Oklahoma City, Oklahoma, and to Dr. Lou Ebrite, Teacher Educator, University of Central Oklahoma, Edmond, Oklahoma, for their support and encouragement.

Only through the close cooperation of the Curriculum and Instructional Materials Center staff was this curriculum developed. Sincere thanks are shared with the CIMC coordinators.

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Special appreciation is offered to the numerous other individuals on the CIMC staff who functioned in supportive roles throughout the development of the *Nursing Concepts* curriculum: Terri Tomson, CIMC Secretary and Charlotte Tarkington, Permissions Secretary.

Special recognition and thanks are also extended to other individuals within the Oklahoma Department of Vocational and Technical Education involved in the development process: Rose Primeaux, Vicki Marton, and Margie Kirkendall in the Word Processing Center; Darrell Stiles and his staff at the CIMC Warehouse; Noel Wilcoxson, Frosty Foster, Diane Ensign and Danny Darrow and the staff at the ODVTE Print Shop; and Bob Davis and the artists in the ODVTE Art Department.

Finally, a big thank you to all the other curriculum development specialists and technical writers who offered both their technical and moral support during this project.

Sherry Wietelman
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USE OF THIS PUBLICATION

INSTRUCTIONAL UNITS

Nursing Concepts contains seven units. Each instructional unit includes basic components that form a unit of instruction: performance objectives, suggested activities, information sheets, assignment sheets and their answers or job sheets and their practical tests, written tests, and written test answers. Handouts, supplements, transparency masters, and activity sheets are optional components which may be included in some or all of the units. Transparency masters, handouts, instructional supplements and written tests are included in the instructor edition only. Test packets may be purchased in Oklahoma by calling 800-522-5810. Out-of-state instructors may order test packets by calling 800-654-4502.

The unit components focus on measurable and observable learning outcomes. When applicable, units include activities that use the affective domain. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. By carefully studying each unit of instruction, the instructor will be able to plan presentations and demonstrations to meet the needs of the students as well as determine the following:

- Amount of material to cover in a single class period
- Skills that must be demonstrated
    - Supplies and equipment needed
    - Amount of class time for demonstrations
    - Amount of class time for student practice
- Supplementary materials to order, such as pamphlets, videos or software
- Resource people to contact

Objective Sheets (White Pages)

Each unit of instruction is based on the knowledge and skills needed for successful employment in an occupational area. What the student must know and be able to do has been translated into performance objectives which are stated in two forms. **Unit objectives** state the subject matter to be covered in a unit of instruction, what the student should be able to do and what standard will be used to determine whether the student has achieved competency. **Specific objectives** outline the teaching sequence and state the performance necessary to meet the unit objective.

The objectives can also help determine teaching strategies and instructional methods. Instructors will need to decide how each objective can best be taught to *their* students prior to teaching the unit. Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. If objectives are added, the instructor should remember to supply the needed information, assignment sheets, job sheets, and criterion test items.

Suggested Activities (Pink Pages) — **Instructor's Edition Only**

This component assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery, enrichment, and application during the instructional process. Teaching suggestions are included for each objective. The instructor should read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

Included in this component are suggested resources of additional information audiovisual materials, and software which may be used to teach the unit. Unit references used in the development of each unit are also provided. Instructors can use suggested resources and unit references to supplement their knowledge of the subject or to help students with particular interests or occupational objectives in the subject area.

Handouts (White Pages) — **Instructor's Edition Only**

Handouts are additional teaching aids that support portions of the information sheet by providing "nice-to-know" information which is not testable. They may include activities such as games, puzzles or supplementary information on subjects that are considered to be controversial. The instructor may decide whether to duplicate and use handouts in teaching the unit.

Information Sheets (Green Pages)

The information sheets provide "must know" content that is essential for meeting the cognitive objectives. The information sheets serve as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective.

Students should read the information sheets before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit. Program coordinators, directors and/or instructors are encouraged to select and require textbooks for students in order to supplement and expand the material covered in the information sheets.

The information sheets may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. **Notes** are short verbal additions to the information that provide nice-to-know and decision-making information. A note may tell the student what to look for or consider at a given step, or may explain when a step may not be applicable.

Notes offer guidance that may help the student understand the process and accomplish it more efficiently. **Cautions** are advisories that alert students to possible dangers to themselves or others. **Warnings** are advisories that alert the student to possible danger to equipment or facilities.

Supplements (Green Pages)

Supplements include material that provides additional information for understanding the topic but may not have direct application to specific objectives. Instructions that might be used for solving problems, tables, charts, written information, forms, or other information students might need in order to complete one or more of the assignment or job sheets could be included as a supplement. While supplements are not tested over directly, they may be used to assist the student in meeting the performance objectives.

Transparency Masters (White Pages)—**Instructor's Edition Only**

Transparency masters provide information in a special way. They direct attention to the topic of discussion and allow the instructor to illustrate the topic. The use of transparencies is especially effective for visual learners who prefer to see the topic being presented as well as hear about it. Transparencies may present new information or they may reinforce information presented in the information sheets.

Transparencies should be made ahead of time and placed with the rest of the materials necessary to teach the unit.

Activity Sheets (Tan Pages)

Activity sheets provide activities which support several objectives or deal with students' attitudes, beliefs or appreciation of the study area. Some may ask rather personal questions and are only intended for each student's personal use while other activity sheets may require the student to monitor his or her own actions or other personal variables over a period of time. Activity sheets will vary greatly in their design from unit to unit. Answer sheets may or may not be provided.

Assignment Sheets (Tan Pages)

Assignment sheets are written exercises that provide practice of a specific occupational task. The introduction to the assignment sheet explains how the assignment sheet relates to the subject area and unit objectives and may provide instructional information or refer students to another component for such information.

Assignment sheets are intended to provide students with practice in exercising higher-order thinking skills. Often, assignment sheets will contain case studies, story problems, or other situations in which the student must analyze the circumstances and determine correct responses. Students may be given assignment sheets in class or as homework.

Instructional Supplements (Pink Pages) — **Instructor's Edition Only**

Instructional Supplements provide suggestions for teaching the basic skills included in each activity sheet, assignment sheet, or job sheet.

Assignment Sheet Answers (Pink Pages) — **Instructor's Edition Only**

This component is designed to assist the instructor in evaluating student performance on assignment sheets.

Job Sheets (Blue Pages)

Job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustrations may be included to assist students in achieving the skill.

The instructor should demonstrate the procedures outlined in each job sheet. Furthermore, the instructor needs to localize the procedure according to the equipment and supplies available in the local lab situation. Job sheets also show potential employers what skills the students are learning and the performances they might reasonably expect from students who have had this vocational instruction.

Practical Tests (Yellow Pages) — **Instructor's Edition Only**

The practical tests assist the instructor in evaluating the psychomotor activities (Job Sheets). They provide instructors with a valid mechanism for determining a student's level of ability to perform the procedure stated on the job sheet and a means of evaluating the student's final product.

Written Tests (Yellow Pages) — **Instructor's Edition Only**

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. All performance objectives, including those in the information sheets, assignment sheets, and job sheets must be evaluated. If objectives have been added, deleted, or modified, appropriate changes should be made on the test. The written test component should function as both the Pretest and the Posttest.

The tests may be written or oral. It may be advisable to divide the tests into shorter tests covering three or four objectives at a time and give them soon after those objectives are covered.

The acceptable response on a written test, eighty-five (85) percent in most units, applies to the overall score, not to each individual question. The final unit grade should be obtained by combining written test and assignment sheet scores with evaluation ratings for students' demonstrations of tasks.

Written Test Answers (Pink Pages) — **Instructor's Edition Only**

This component is designed to assist the instructor in evaluating student performance on written tests.

PAGE NUMBERING

Each CIMC publication is assigned a specific abbreviation or can be recognized by the book title. *Nursing Concepts* will be referred to by title. Each unit is identified by the unit number in Roman numerals followed by the page number. The first page of each unit is always page 1. The component name, book title, unit number, and page number within the unit are printed at the bottom of each page. An example of the page footer for an objective sheet in *Nursing Concepts* is shown below.

OBJECTIVE SHEET - Nursing Concepts
I - 1

METHODS OF DISSEMINATING MATERIAL

Each student should be provided with a student workbook. Workbooks may be purchased for less than an instructor can reproduce them, especially when the instructor's time is considered. Student workbooks contain everything but the suggested activities, handouts, transparency masters, assignment sheet answers, tests, and test answers. Test packets may be purchased from the Curriculum and Instructional Materials Center. Students should be allowed to take their workbooks home when they complete the program.

TEACHING METHODS

It is a challenge to keep students motivated. Instructors can supplement the objectives by providing the "why", personal experiences, and current information. Preparation for each unit should be determined by how each objective can best be taught. Students should become involved in preparing and planning for each unit.

Instructors should provide opportunities that will allow students to become involved in planning for and being responsible for their own education.

COMPETENCY PROFILES

A competency profile is available for each CIMC publication. Competency profiles document student performance. The profile contains a list of the specific job competencies that a student should achieve before leaving the training program. Profiles should be distributed to students as needed.

DISCLAIMERS, CORRECTIONS AND SUGGESTIONS

Materials

Please note that suggested resources and references listed in this publication existed when this publication was written. CIMC assumes no responsibility for providing these materials and cannot ensure the availability of these materials as individual vendors, manufacturers, and publishers may discontinue these products at any time.

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Corrections and Suggestions

If you find any errors in this or other CIMC publications or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and to indicate the correction on the copy. Mail this information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC: other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum and Instructional Materials Center
Attn: Curriculum Development Coordinator
Oklahoma Department of Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074-4364

BASIC SKILLS IN CURRICULUM

Since its inception in 1969, the Curriculum and Instructional Materials Center (CIMC) of the Oklahoma Department of Vocational and Technical Education has provided quality, competency-based instructional materials for vocational training programs. During this time, the CIMC has been mindful of the importance of reinforcement (and sometimes remediation) of students' academic skills as they progress through vocational training, and has always included activities in its materials to enhance and promote use of these skills.

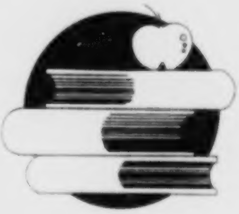
In response to changing job requirements, federal and state legislatures are enacting laws setting stringent basic skills requirements for nonvocational **and** vocational education. State legislatures are increasing basic skills accountability for teachers and school administrators. The recently enacted Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392) mandates academic skills development in vocational training. In addition, business and industry are delivering the message clearly to educators that vocational competence now requires increased strength in the basic skills.

As noted earlier, it is not new for CIMC materials to contain information and activities that develop basic skills competencies in students taking vocational training. What **is** new is the documentation or flagging of basic skills in CIMC materials, and further enhancement of basic skills activities. To accomplish this, the CIMC has developed a "Five Point Approach to the Integration of Basic Skills into the Curriculum." Following is a brief description of this process.

I. Basic Skills Icons

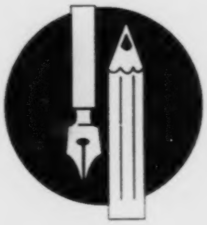
To assist teachers and students in identifying activities that promote basic skills development, the CIMC has implemented a marking system that uses simple graphic symbols, or icons, to denote which of nine general basic skill categories is being emphasized. These icons are located in the left margins of assignment, activity, and job sheets. The nine basic skill areas are as follows:

Reading Skills



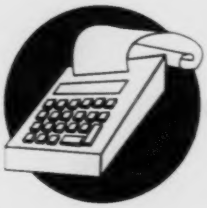
The activities identified by this icon deal specifically with developing reading skills in an applied, job-related context. These range from general information-gathering activities to tasks requiring use of specific technical reference materials.

Writing Skills



Tasks identified with this icon promote development of skills in written communication ranging in complexity from filling out forms to the written expression of ideas and concepts related to vocational exploration or performance.

Mathematics Skills



This icon identifies activities that develop vocationally related skills in computation; measurement and estimation; selection and application of appropriate mathematical process; and collecting, displaying, or interpreting data.

Science Skills

The science icon marks activities that are related to the development of skills in either the physical or biological sciences. These skills stress occupationally related applications of science and technology.

Oral Communication Skills

This icon identifies activities that promote development of effective speaking and listening skills. They include practice in such areas as speaking techniques, word choice, nonverbal messages, use of communication media, and using active listening techniques.

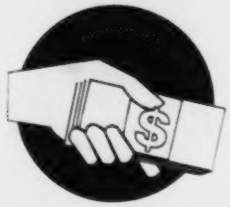
Interpersonal or Relating Skills

Activities that deal directly with skills in relating to others are marked with this icon. This includes areas such as group processes and dynamics, negotiation, dealing with conflict, and leadership/motivation.

Creative Thinking and Problem Solving Skills

This icon identifies activities that stress development of higher-order thought processes such as problem identification and analysis, lateral thinking, evaluating alternatives/outcomes, and developing solutions.

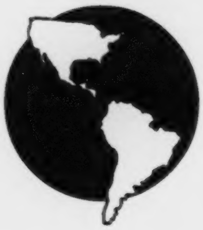
Employability Skills



Activities marked with this icon relate to competencies required to obtain employment and develop a career. These competencies include specific occupational tasks and more general items such as career planning, job search, business etiquette, and maturing in one's work environment.

Social Studies Skills

This icon is used to identify activities that stress competencies in fields relating to human society and its distribution and relationships. This includes all the social sciences such as history, economics, geography, demographics, current events, cross-cultural studies, consumer issues, environmental issues, and ethical concerns in science and technology.



Some activities in the CIMC materials develop skills in more than one of the nine basic skill areas. In cases where the relative strengths of the skill elements are clearly discernable, the icon used is the one judged to be the primary, or the most heavily emphasized, activity. When there is no clear-cut difference between importance of skill area, multiple icons are used.

II. Enablers

Once the **general** basic skill activity has been identified by an icon, the CIMC takes the process one step further by indicating the **specific** skills that are addressed in an activity. This is accomplished by using enabling skills, or "enablers."

Lists of enablers, or specific skills required for each activity, have been developed at CIMC for each of the nine basic skills areas. The enablers have been grouped into sets of related skills under each icon. The list of general skill categories under each icon is as follows:

Reading Comprehension Skills
Research and Reference Skills
Functional Reading Skills

Language Skills
Composition Skills
Research Skills
Functional Writing Skills

Operation and Calculation Skills
Math Application Skills
Data Analysis and Display Skills
Functional Math Skills

General Science Skills
Life Science Skills
Physical Science Skills
Earth Science Skills

Oral Presentation Skills
Listening Skills
Interactive Communication Skills

General Relating Skills
Teamwork/Cooperative Skills
Leadership/Influencing Skills

Enablers
Cognitive Activities Skills

Job Search/Selection Skills
Job Acquisition/Development Skills

Information Analysis Skills
Social Studies Application Skills
Functional Social Studies Skills

Applicable enablers, grouped under their general categories, are listed beneath each icon in the left-hand margin of the activity, assignment, and job sheets. For example, an exercise that requires a student to conduct library research would make necessary the use of specific reading comprehension and research and references skills. The basic skills that the exercise is promoting would be depicted in the margin as follows:

Reading Comprehension Skills
- Gain information

Research and Reference Skills
- Select useful resources
- Find materials in library

[Text]

USING THE CIMC WRITTEN TESTS AS PRETEST AND POSTTEST TO MEASURE STUDENT PERFORMANCE GAINS

When you examine this book, you will notice that separate written pretests are no longer included in the units of instruction. Each CIMC unit now contains only a single written test. This test can be used as **both** pretest and posttest by giving it once before students start a unit and again when they have completed the unit.

DOCUMENTING STUDENT PERFORMANCE GAINS

The reason for using a single instrument as both pretest and posttest is so that direct comparison of each student's competencies before and after instruction can be made accurately. This comparison enables precise calculation, documentation, and evaluation of student **performance gains**.

Accurate performance gains analysis is an important requirement of the new Carl Perkins legislation for vocational education. Teachers can make an important contribution to the performance accountability mandated by the new federal legislation by carrying out accurate performance gains analysis for their students, and making this data available to students, parents, and administrators.

This analysis is easy to do and requires only simple calculations and record keeping. The new CIMC unit tests and the instructions given here for pretest/posttest analysis are designed to help teachers keep accurate performance gains data with minimal effort.

WHY SHOULD BOTH A PRETEST AND A POSTTEST BE USED, AND WHY SHOULD THEY BE THE SAME?

It is only possible to calculate a **gain** in performance if competencies are tested **both** before and after training. The use of a pretest and posttest gives the required "before and after" information, allowing accurate comparison of student performance before and after completing a program of instruction.

Without pretest data, it is impossible to determine how well students could have met the objectives of a program without the benefit of any instruction. It would therefore be possible to incorrectly interpret good student performance on a posttest as gains in ability and knowledge produced by a good instructional program when, in fact, the posttest strength might be due merely to prior knowledge on the part of students. This erroneous conclusion is avoided by use of both pretest and posttest data.

If students cannot meet the objectives of a program prior to instruction but can meet them afterward, it is more likely that performance gain has been made as a result of instruction.

In order to provide data which can be precisely compared, the pretest and posttest **must be identical**. This is why CIMC materials have only one test for each unit. This test is intended to be used as both pretest and posttest.

By giving the written test to all students both before and after you present a unit, you will be ready to make the calculations needed for your analysis of students' performance gains on the unit. There are two techniques you should use for this analysis.

ANALYZING PERFORMANCE GAINS FOR GROUPS OF STUDENTS

The first step to measuring student performance gains on a unit is to examine the gains made by an **entire class or other group**.

The simplest technique for showing posttest gains for a group is to calculate **pass rates** on the unit test. Pass rates are very easy to calculate, and require a minimum of computation.

Pass rates are simple percentages; specifically, the percentage of students who answered each test question correctly.

Matching Test Questions to Objectives

To determine pass rates, the first step is to match each question on the test to a specific objective. This is easy with CIMC instructional materials, because they have clearly specified objectives.

For an example of matching test questions to objectives, look at the chart below. Here, a teacher has decided that test questions 1 and 4 test objective number 1; question 3 tests objective number 2; and test question number 2 tests objective number 3.

OBJECTIVE NUMBER	TEST QUESTION NUMBER
1	1
1	4
2	3
3	2

Calculating Pass Rates

After you have carefully cross-matched test questions and objectives, you are ready to proceed with the calculation of pass rates. You will determine a pass rate for **each test question**. Calculate pass rates with this simple formula:

$$\frac{\text{Number of students who passed the question}}{\text{Number of students in group}} \text{ X } 100 = \textbf{Pass Rate} \text{ (\% of the group that passed the question)}$$

Keep in mind that pass rates examine the performance of a **group**. They do **not** provide information about individual students.

Using a Pass Rate Chart

The best way to record, display, and analyze pass rates is in a **Pass Rate Chart**. The chart puts all data in uniform and easily read format and simplifies data analysis. The chart should include pass rates for the group on both the pretest and posttest for all test questions, and should indicate which specific questions relate to each objective. It should also show pass rates for the test as a whole.

Completing a Pass Rate Chart

Below is an example of a Pass Rate Chart.

PASS RATE CHART

OBJECTIVE NUMBER	TEST QUESTION NUMBER	PRETEST PASS RATE	POSTTEST PASS RATE
1	1	0%	100%
1	4	2%	82%
2	3	0%	60%
3	2	4%	92%
TOTAL TEST RATES		100-90% 0% 89-80% 0% 79-70% 0% 69-60% 0% 59-50% 0% 49- 0% 99%	100-90% 60% 89-80% 20% 79-70% 10% 69-60% 5% 59-50% 5% 49- 0% 0%

By looking at the figures on the chart, you can easily see how great the difference in performance is for the class before and after instruction. You can also see which specific objectives and/or test questions caused problems for students. The differences between pretest and posttest pass rates represent performance gains for the group of students.

To complete a Pass Rate Chart, you need to go through a simple sequence of steps and record the information on the chart. A blank Pass Rate Chart is presented on page 11. You may duplicate this chart for your personal use.

To complete a Pass Rate Chart for a CIMC unit of instruction, go through the following steps:

1. Match the test questions on the written test to specific objectives, and fill in the first two columns on the left. These columns are labeled "Objective Number" and "Test Question Number." Some objectives may have more than one test question matched to them.

2. Give the CIMC written test as a pretest, then calculate the pass rate for each test question, using the formula given on page 4. Record the pass rate for each test question in the "Pretest Pass Rate" column.

EXAMPLE:

In a class of 26 students, 3 students got a question correct. Pass rate for the question = (3 ÷ 26) X 100, or 11.5%.

3. Calculate the total test pass rates for the pretest, and fill in these rates at the bottom of the "Pretest Pass Rate" column. Do this as follows:
   a. Calculate the percentage score made by each student on the pretest, using this formula:

$$\frac{\text{Number of points scored by student}}{\text{Number of points on the test}} \times 100 = \text{Percentage Score}$$

EXAMPLE:

A student earns 6 points out of a total of 75 possible on the test. The student's percentage score is (6 ÷ 75) X 100, or 8%.

b. Determine how many students earned percentage scores in each of the following score ranges:

100-90%

89-80%

79-70%

69-60%

59-50%

40- 0%

c. Change the **number** of students in each score range into a **percentage** of the total group, using the following formula:

$$\frac{\text{Number of students who scored in an interval}}{\text{Total number of students in group}} \quad \text{X } 100$$

EXAMPLE:

In a group of 32 students, 12 students scored in the interval of 59-50%. The percentage of students who scored in this interval is (12 ÷ 32) X 100, or 37.5%.

4. Give the CIMC written test again as a posttest, then repeat steps 2 and 3 above. Fill in the appropriate figures in the "Posttest Pass Rate" column for each test question, and for the total test rates.

ANALYZING PERFORMANCE GAINS FOR INDIVIDUAL STUDENTS

After completing the Pass Rate Chart to analyze the performance gains for an **entire group** of students on a test, it is a good idea to calculate a measure of performance gains for **each individual** student. A simple and accurate way to do this is to calculate a **modified percentage gain score** for each student.

The modified percentage gain score for each student should be recorded in a **Modified Gain Record Chart**. This chart makes an easy reference for evaluating the gain performance of each student. A blank Modified Gain Record Chart appears on page 12. You may duplicate this chart for your personal use.

Calculating Modified Percentage Gain Scores

Modified percentage gain scores can be calculated at the top of each student's test paper. Calculate gain scores as follows:

1. Calculate the student's **Pretest Percentage**, or the percentage score the student made on the pretest. Use this formula:

$$\frac{\text{Number of points scored by student}}{\text{Number of points on the test}} \quad \text{X } 100$$

2. Subtract this percentage from 100%. The resulting figure is the **Percentage Available** to the student for improvement on the posttest.

3. Calculate the **Posttest Percentage**, or percentage score the student made on the posttest, using the formula given in step 1.

4. Subtract the **Pretest Percentage** from the **Posttest Percentage**. This figure is the **Percentage Gained** on the posttest.

5. Divide the **Percentage Gained** (step 4) by the **Percentage Available** for gain (step 2). This figure is the ***MODIFIED PERCENTAGE GAIN***. It shows what portion of the potential increase the student **actually gained**.

EXAMPLE:

As an example of the calculation of modified percentage gain scores, suppose a student made 10% on the pretest and 90% on the posttest. The calculation would be as follows:

1. The **Pretest Percentage** score of 10% was determined using the percentage formula given in step 1 on page 8.

2. **Percentage Available** to the student for improvement on the posttest:

100%
- 10% **(Pretest Percentage)**
90% **(Percentage Available)**

3. The **Posttest Percentage** of 90% was determined using the percentage formula.

4. **Percentage Gained** on the posttest:

90% **(Posttest Percentage)**
- 10% **(Pretest Percentage)**
80% **(Percentage Gained** on posttest)

5. The **MODIFIED PERCENTAGE GAIN** score:

80% **(Percentage Gained)** ÷ 90% **(Percentage Available)** X 100 = 89%

This student made a modified gain score of 89%. That means that the student earned 89% of the improvement that was possible for him/her on the posttest, based on his/her pretest score.

Using a Modified Gain Record Chart

A modified percentage gain score should be calculated for each student on each unit test. Enter the gain scores on a Modified Gains Record Chart like the one on page 12. (Copy this form for your own use.) By using this form, you can easily check the gain scores and analyze the performance gains made by your students on each unit of instruction.

If most students have made good performance gains from your instructional program, there will be a large number of high modified gain scores. This would indicate that your students are gaining from your program **most** of what they did not know before they received instruction.

****

You know how to verify gains in performance on CIMC unit tests, both for groups of students and for individual students. The procedures you have learned are based on:

- giving **pretests and posttests** which are identical
- calculating and analyzing **group pass rates** for learning objectives, for individual test questions, and for entire unit tests (Complete a Pass Rate Chart for each unit)
- calculating and analyzing **students' modified percentage gain scores** to determine their individual performance improvement (Complete a Modified Gain Record Chart for each unit)

By using these basic procedures you will gain accurate and objective information about what specific skills your students are mastering and how much they are improving as they proceed through your program. This information will be valuable in documenting your students' achievement gains, and in increasing accountability to students, parents, administrators, and government.

PASS RATE CHART

CLASS ______________________________

TEST/UNIT TITLE______________________________

TEST DATE ______________________________

OBJECTIVE NUMBER	TEST QUESTION NUMBER	PRETEST PASS RATE	POSTTEST PASS RATE
TOTAL TEST PASS RATES		100-90% ___% 89-80% ___% 79-70% ___% 69-60% ___% 59-50% ___% 49-0% ___%	100-90% ___% 89-80% ___% 79-70% ___% 69-60% ___% 59-50% ___% 49-0% ___%

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MODIFIED GAIN RECORD CHART

CLASS ______________________________

TEST/UNIT TITLE ______________________________

TEST DATE ______________________________

STUDENT'S NAME	PRETEST PERCENTAGE	POSTTEST PERCENTAGE	MODIFIED PERCENTAGE GAIN

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OBJECTIVE SHEET

DEVELOP SUCCESSFUL LEARNING SKILLS

I

INTRODUCTION

It may have been a long time since you were in school. Or perhaps you had trouble with school in the past. Even if you did very well in school as a child, you are probably wondering if you can be successful now. Maybe it will help you to know that adults returning to school usually do much better than they did as children. Adults are motivated and are able to budget time. This chapter will help you with your study skills. Even with a family or other responsibilities, you can be a successful student. Good luck!

UNIT OBJECTIVE

After completing this unit the student should be able to identify their preferred mode of learning and use this knowledge to be more efficient in their study. The student will show these competencies by completing assignment sheets, job sheets, and a written test with a minimum of 85% accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with successful learning skills to their definitions.
2. Distinguish among characteristics of visual, auditory, and kinesthetic learning styles.
3. Complete statements about techniques for improving learning.
4. List five different types of reference materials.
5. Select from a list guidelines for using a textbook.
6. Arrange in order steps in the SQ3R reading system.
7. Discuss techniques to develop successful study habits.
8. Match examples of memory techniques to their names.
9. Describe the difference between written tests and practice tests.
10. Select the word or phrase that completes statements about preparing for a test.
11. Select from a list true statements about taking a test.

12. Discuss techniques for answering different types of test questions.

13. Identify the parts of a computer.

14. Complete a learning style inventory. (Assignment Sheet 1)

15. Use learning styles inventory information. (Assignment Sheet 2)

16. Use a reading system to complete a reading assignment. (Assignment Sheet 3)

17. Develop a personal study plan. (Assignment Sheet 4)

18. Use research skills to identify resources on a health topic. (Assignment Sheet 5)

19. Prepare a written report on a health topic. (Assignment Sheet 6)

20. Demonstrate the ability to use a computer. (Job Sheet 1)

DEVELOP SUCCESSFUL LEARNING SKILLS

PREPARATION

- Review the unit and plan your presentation.
- Study the specific objectives to determine those you will cover in your presentation. Decide also which objectives should be taught to which students.
- Determine the scope and sequence of objectives that you add. Design and develop support materials, including evaluation techniques, for additional objectives.
- Review teaching suggestions and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement unit.
- Obtain markers, cardboard, scissors, and tape for charts.
- Invite a motivational speaker, someone with knowledge of learning or computer skills, and a nurse or technician who uses computers as part of daily work to speak to the class.

  NOTE: Be sure to provide the specific topics of discussion to the guest speakers. After final confirmation has been received, be sure to call them one or two days before the scheduled day and reconfirm their participation.
- Ask students who have completed the class to serve as mentors and models, to help adult students returning to school.
- Locate computers and an instructor in your facility to assist with Job Sheet 1.

  NOTE: The word processing instructor may already have an instructional packet prepared for this activity.
- Plan for students to complete the time diary in three days, or according to your schedule. The diary should be kept for two weeks before Assignment Sheet 5, Unit 3 is completed.

- While some students are taking skills tests, others might be excused to go to a public library. This may be used any time during the program.
- **HOSA** Integration
    - Assist students in conducting a chapter service project for adults returning to school.
    - Develop objectives for a service project and identify a theme.
    - Create a poster according to Extemporaneous Health Display rules and display it in a highly visible area.
    - Plan a community or school health project that involves disseminating pamphlets about continuing education.

DELIVERY

- Discuss unit objectives.

Objective 1

- Distribute and discuss Handouts 1 and 2.
- Discuss the terms associated with successful learning skills and their definitions.
- Discuss past or present learning/studying techniques the students have used.
- Discuss the other responsibilities the students have and how they affect the students' school life.
- Have students begin keeping a time diary. Have them include time spent in school, at work, with family, doing personal or household work, and relaxing. Stress that these diaries will be used here and in Unit III.

Objective 2

- Distribute and discuss Handout 3.
- Have students read a magazine article then study accompanying photos or charts. Ask them questions about each and have students determine which they remember most clearly.

- Have students note any kinesthetic memory prompts they use during a given day.

- Have students complete Assignment Sheet 1.

Objective 3

- Above all, this information should be practical. Encourage students to discuss their personal study problems and compare solutions.

- Form study groups.

- Review the textbook. Show students features such as review sections, glossaries, etc.

- Review class grading and attendance policies.

- Have students determine their biggest problem when trying to study. Then take them through a seven-minute private brainstorm. Have them write each possible solution on a 3 x 5 card. They are to list at least one solution per minute. Stress that **all** solutions are to be listed. The next class time, repeat the exercise, only brainstorm on related problems rather than solutions. Discard obviously unusable problems or solutions and have students look at the two stacks for possible relationships.

- Have students list their greatest learning strengths, their greatest learning weakness, how they plan to use their strengths, how they plan to counteract their weaknesses, and what their grade goals are.

- Have students complete Assignment Sheet 2.

- Introduce students to planning, praising, and recovery techniques as discussed in the *One Minute Teacher*. See Suggested Resources.

Objective 4

- Take a field trip to the local public, college, or hospital library. Have a librarian explain the use of references and card catalogs, as well as computers, microfilm, and microfiche. Libraries may have changed a lot since your student's last library tour. Be sure they know of the changes and how to use the tools available to them.

- Give each student a seemingly obscure piece of information to research. Suggestions include twelve synonyms for "power," how many people graduated from high school in America in 1985, what is the Library of Congress call number for *Brave New World*, who manufactures nails and tacks, how many pair of shoes were constructed in the U.S. last year, or how many pounds of popcorn Americans ate in 1980. Have students go to the library and find the answer.

- Have students look up information in each of the following: a computer system, a reader's guide, on microfilm or microfiche, and through a card catalog.

- Have students order a government publication.

- Have students compare which is more up to date, books or magazines. One good subject to compare involves the number of human chromosomes. Many textbooks will be incorrect.

- Assign the work in Assignment Sheets 5 and 6 to be handed in at a later date.

Objective 5

- Have students review one of their textbooks. Focus on using the contents page and unit format to recognize key topics.

- Have students take notes and review good note-taking techniques.

- Have students take notes in their textbooks. Show students how to use underlining, highlighting, and tabs to make their text a true reference.

Objective 6

- Discuss reading ability and its importance in nursing. Mention adult literacy programs in your area and remedial reading programs that may be available at your local public library or local public schools.

- Explain the importance of organizing reading patterns when studying.

- Have students brainstorm on the differences in reading for pleasure and for study.

- Have students complete Assignment Sheet 3.

Objective 7

- Have students review the time diary they were instructed to keep earlier. Have them list problems their dairy indicates.

- Have students list tools and supplies they need to study. Then have them list other uses for some of the supplies. For example, 3 x 5 cards can be used to clean combs, folded into fans, torn into confetti, etc. The goal is to get them to think of using supplies they have not used or to change the way they use supplies.

- Have students compare good study habits to other good habits such as keeping financial records up to date or monitoring food intake.

- Have students discuss what their attitudes toward studying were as children and what they are now. How have their study habits been affected by their attitudes?

- Show students how to use a to-do list. Show them how to rank projects A, B, or C, according to priority.

- Have students brainstorm on how to handle people who won't let them study. Have a special brainstorm session on children and studying. You may want special brainstorm sessions on working and studying or on returning to school.

- Keep a list of excuses students use to get private time for studying. Post it at the front of the class and invite students to add to it.

- Show video: *Where There's A Will There's An A.*

- Have students compete Assignment Sheet 4.

Objective 8

- Have students use one of the memory techniques each study session until they have tried them all.
- Give the class a short piece of information. Split the class into six groups and give each group one of the following: repetition, organization, meaning, rhymes, acronyms, and Loci system. Have each group use its method to remember the information. Compare results. Have each group present what it did to the class.
- One mnemonic device is the acronym. Have the class list as many common acronyms as they can think of. Begin with LPN and RN then go to NASA and FBI. Let the class take it from there. When the list is complete, ask students to remember what each stands for.
- Tell the class that there are many other memory tips. Ask them for some they know of. Examples to start them off might be tying a string around a finger or going to bed right after studying (both of which have been proven to work).
- Have students use memory techniques to remember what their children are learning in school, people's names, or other things they have trouble remembering.

Objective 9

- Discuss your grading policy for practice tests and written tests.
- Discuss other names for practice tests, such as quizzes, reviews, or pretests.
- Discuss how studying for practice and written tests differs.

Objectives 10 and 11

- Allow students to keep their diaries for 3 days. Students will be asked to use the time diaries again for two weeks before completing Assignments Sheet 5, Unit 3.
- Have students discuss how they feel about taking tests.
- Talk to students about stress reduction. Show them how to stop, close their eyes, and let breathing calm them.

- Have students construct a stress board game. The goal will be to pass the test. It can be patterned after Monopoly or another popular game. Things like "reviewed unit" get a bonus and things like "didn't take notes" get a penalty.
- Have students take practice tests over basic, unrelated matter.
- Show students examples of checklists, flash cards, etc.
- Discuss the purpose of review. Stress that it is more than rereading.
- Have students complete Assignment Sheet 4.

Objective 12

- Have students write test questions and see if these tips would work on their tests.
- Have students create mnemonic devises to remember these tips.

Objective 13

- Have students use a computer. Have them insert a disk, enter information, save the information, and remove the disk.
- Use Transparency Master 1 to illustrate how a disk operates.
- Have a nurse talk about the computers used in hospitals today.
- Have students complete Job Sheet 1.

APPLICATION

Overall

- Introduce the assignments as one building upon the other.
- During these assignments, students should be encouraged to ask questions and find new methods.
- Reintroduce students to style guides, dictionaries, and other writing guides.

Objective 14

- Obtain and use learning style inventory software.
- Orient your teaching style to match class results.
- Discuss learning styles with students.
- Discuss the different ways people prefer to "take in" new information: visual, auditory or kinesthetic. Remind students that each person takes in information in all three ways, but that each has a "preferred" way of receiving and processing information.
- Explain to the students that being able to receive information in *only one way* can be a limitation to learning. Use as a comparison: a sight-impaired person might only be able to receive information through auditory or kinesthetic means thus limiting his/her learning opportunities.
- Use Assignment Sheet 1 to help students identify their preferred method of taking in information.

Objective 15

- Discuss ways students can take responsibility for getting information in their preferred style (visual, auditory, or kinesthetic) in the classroom.
- Discuss ways students can supplement their classroom information by studying in their preferred style. Such as: auditory learners recording handouts or information sheets on a personal tape recorder and playing the tapes while driving to and from school, work, or errands.
- Discuss the importance of students being able to adapt to the teaching style being used or take in information in whatever form it is presented.
- Have students complete Assignment Sheet 2.
- Have students share ideas with the rest of the class.

Objective 16

- Discuss Assignment Sheet 3
- Have students complete Assignment Sheet 3

Objective 17

- Have students keep a time diary for 3 days. Ask them to write down when, where, and how long they studied each day.
- Discuss study plans.
- Have students complete Assignment Sheet 4.

Objective 18

- Discuss finding information from resources.
- Relate to students how they will need to be able to continue learning about updates in nursing and health care by finding resources using their research skills.
- Have students complete Assignment Sheet 5.

Objectives 19 and 20

- Use Supplement 1 to discuss disk formatting and organization.
- Allow students to play around on a computer. Invite a programmer to show them a few computer tricks. The goal here is not to teach them how to use a computer as much as it is to help them overcome computer phobias.
- Take Job Sheet 1 to the word processing teacher and ask him/her to teach a lesson for your students. Schedule time in the computer lab.

EVALUATION

Pretest

- Pretest qualifying students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.

- Modify materials in unit or create supplementary materials for individual students as required.

Practical test

- Explain to students that they will be asked to demonstrate procedures on the job sheets to complete the practical test.
- Describe the rating scale used on the practical test.
- Reteach and retest as necessary.

Written test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Managing Time, So It Doesn't Manage You*, Audio cassette available from Rita Davenport, PO Box 11932, Phoenix, Arizona, 85061.
- *The Secrets of Making Good Grades*. Color, 15 minutes, Coronet Films, 1983. Interviews with students show techniques for more efficient studying, deeper learning, effective reviewing, and better grades.

- *Study Hints*. 30 minutes, National Educational Television, Inc., 1966. Shows how to make a time-table, and how to organize and schedule specific times for studying in relation to alertness and attention. Available from National Educational Television, Inc., WNET/Thirteen, Indiana University, Bloomington, IN 47401.

- *Studying — A Way to Learn*. Color, Barr Films, 1985. A teacher gives a crash course on how to study, beginning in the classroom and continuing at home. Shows how good study habits can make learning fun.

- *Study Strategy Series: Tests*. Color, 11 minutes, Coronet Films, available on videotape or 16 mm film. Tests are a fact of school life. Although there is no magical formula for passing them, this film offers some common-sense guides for taking them. These involve getting ready psychologically, emotionally, physically, and mentally.

- *Your Study Skills: Taking Tests*. Color, 1 minute, Coronet Films, available on videotape or 16 mm film. Struggling test-taking students write to a newspaper columnist asking specific questions about taking tests. "Cheerful Betty" responds with workable suggestions to help them estimate their test time, stick to the point, and follow instructions.

  NOTE: These films are available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order these films from the Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-State teachers must order these films from the distributors.

Computer Software

- *Learning Style Inventory*. Computer software, Educational Activities, 1987.

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- Duncan, Betty. *Allied Health Careers*. Oklahoma Department of Vocational and Technical Education, Stillwater, Oklahoma, 1987.

- Ellis, David B. *Becoming a Master Student*. College Survival Inc., Rapid City, South Dakota, 1985.

- *Successful Study Habits*. Oklahoma Department of Vocational and Technical Education, Stillwater, Oklahoma, 1988.
- Johnson, Spencer, M.D., and Constance Johnson, M.Eds. *The One Minute Teacher: How to Teach Others to Teach Themselves*. Quill, New York, 1986.

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HOW TO READ FASTER*

by Bill Cosby

When I was a kid in Philadelphia, I must have read every comic book ever published. (There were fewer of them than there are now.)

I zipped through all of them in a couple of days, then reread the good ones until the next issues arrived.

Yes indeed, when I was a kid, the reading game was a snap.

But as I got older, my eyeballs must have slowed down or something! I mean, comic books started to pile up faster than my brother Russell and I could read them!

It wasn't until much later, when I was getting my doctorate, I realized it wasn't my eyeballs that were to blame. Thank goodness. They're still moving as well as ever.

The problem is, there's too much to read these days, and too little time to read every word of it.

Now, mind you, I still read comic books. In addition to contracts, novels, and newspapers. Screenplays, tax returns and correspondence. Even textbooks about how people read. And which techniques help people read more in less time.

I'll let you in on a little secret. There are hundreds of techniques you could learn to help you read faster. But I know of 3 that are especially good.

And if I can learn them, so can you—and you can put them to use *immediately*.

They are common sense, practical ways to get the meaning from printed words quickly and efficiently. So you'll have time to enjoy your comic books, have a good laugh with Mark Twain or a good cry with *War and Peace*. Ready?

---

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Okay. The first two ways can help you get through tons of reading material—fast—*without reading every word.*

They'll give you the *overall meaning* of what you're reading. And let you cut out an awful lot of *unnecessary* reading.

1. Preview—if it's long and hard

Previewing is especially useful for getting a general idea of heavy reading like long magazine or newspaper articles, business reports, and nonfiction books.

It can give you as much as half the comprehension in as little as one tenth the time. For example, you should be able to preview eight or ten 100-page reports in an hour. After previewing, you'll be able to decide which reports (or which *parts* of which reports) are worth a close look.

Here's how to preview: Read the entire first two paragraphs of whatever you've chosen. Next read only the first *sentence* of each successive paragraph. Then read the entire last two paragraphs.

Previewing doesn't give you all the details. But it does keep you from spending time on things you don't really want—or need—to read.

Notice that previewing gives you a quick, overall view of *long, unfamiliar* material. For short, light reading, there's a better technique.

2. Skim—if it's short and simple

Skimming is a good way to get a general idea of light reading—like popular magazines or the sports and entertainment sections of the paper.

You should be able to skim a weekly popular magazine or the second section of your daily paper in less than *half* the time it takes you to read it now.

Skimming is also a great way to review material you've read before.

Here's how to skim: Think of your eyes as magnets. Force them to move fast. Sweep them across each and every line of type. Pick up *only a few key words in each line.*

Everybody skims differently.

You and I may not pick up exactly the same words when we skim the same piece, but we'll both get a pretty similar idea of what it's all about.

To show you how it works, I circled the words I picked out when I skimmed the following story. Try it. It shouldn't take you more than 10 seconds.

> My brother Russell thinks monsters live in our bedroom closet at night. But I told him he is crazy.
>
> "Go and check then," he said.
>
> I didn't want to. Russell said I was chicken.
>
> "Am not," I said.
>
> "Are so," he said.
>
> So I told him the monsters were going to eat him at midnight. He started to cry. My Dad came in and told the monsters to beat it. Then he told us to go to sleep.
>
> "If I hear any more about monsters," he said, "I'll spank you."
>
> We went to sleep fast. And you know something? They never did come back.

Skimming can give you a very good *idea* of this story in about half the words—and in *less* than half the time it'd take to read every word.

So far, you've seen that previewing and skimming can give you a *general idea* about content—fast. But neither technique can promise more than 50 percent comprehension, because you aren't reading all the words. (Nobody gets something for nothing in the reading game.)

To read faster and understand most—if not all—of what you read, you need to know a third technique.

3. Cluster—to increase speed *and* comprehension

Most of us learned to read by looking at each word in a sentence—*one at a time.*

Like this:

My-brother-Russell-thinks-monsters....

You probably still read this way sometimes, especially when the words are difficult. Or when the words have an extra-special meaning-as in a poem, a Shakespearean play, or a contract. And that's O.K.

But word-by-word reading is a rotten way to read faster. It actually *cuts down* on your speed.

Clustering trains you to look at *groups* of words instead of one at a time—to increase your speed enormously. For most of us, clustering is a *totally different way of seeing what we read.*

Here's how to cluster: Train your eyes to see *all* the words in clusters of up to 3 or 4 words at a glance.

Here's how I'd cluster the story we just skimmed:

My brother Russell thinks monsters live in
our bedroom at night. But I told him he is
crazy.

"Go and check then," he said. I didn't want
to. Russell said I was chicken.

"Am not," I said.

"Are so," he said.

So I told him the monsters were going to eat
him at midnight. He started to cry. My Dad
came in and told the monsters to beat it.
Then he told us to go to sleep.

"If I hear any more about monsters," he said,
"I'll spank you."

> We went to sleep fast. And you know something? They never did come back.

Learning to read clusters is not something your eyes do naturally. It takes constant practice.

Here's how to go about it. Pick something light to read. Read it as fast as you can. Concentrate on seeing 3 to 4 words at once rather than one word at a time. Then reread the piece at your normal speed to see what you missed the first time.

Try a second piece. First cluster, then reread to see what you missed in this one.

When you can read in clusters without missing much the first time, your speed has increased. Practice 15 minutes every day and you might pick up the technique in a week or so. (But don't be disappointed if it takes longer. Clustering *everything* takes time and practice.)

So now you have 3 ways to help you read faster. *Preview* to cut down on unnecessary heavy reading. *Skim* to get a quick, general idea of light reading. And *cluster* to increase your speed *and* comprehension.

With enough practice, you'll be able to handle *more* reading at school or work—and at home—*in less time*. You should even have enough time to read your favorite comic books—and *War and Peace*!

HOW TO SPELL*

by John Irving

Let's begin with the bad news.

If you're a bad speller, you probably think you always will be. There are exceptions to every spelling rule, and the rules themselves are easy to forget. George Bernard Shaw demonstrated how ridiculous some spelling rules are. By following the rules, he said, we could spell *fish* this way: *ghoti*.

The "f" as it sounds in enough, the "i" as it sounds in women, and the "sh" as it sounds in fiction.

With such rules to follow, no one should feel stupid for being a bad speller. But there are ways to improve. Start by acknowledging the mess that English spelling is in—but have sympathy: English spelling changed with foreign influences. Chaucer wrote "gesse," but "guess," imported earlier by the Norman invaders, finally replaced it. Most early printers in England came from Holland; they brought "ghost" and "gherkin" with them.

If you'd like to intimidate yourself—and remain a bad speller forever—just try to remember the 13 different ways the sound "sh" can be written:

shoe
sugar
ocean
issue
nation
schist
pshaw
suspicion
nauseous
conscious
chaperon
mansion
fuchsia

Now the good news

The good news is that 90 percent of all writing consists of 1,000 basic words. There is, also, a method to most English spelling and a great number of how-to-spell books. Remarkably, all these books propose learning the same rules! Not surprisingly; most of these books are humorless.

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Just keep this in mind: If you're familiar with the words you use, you'll probably spell them correctly—and you shouldn't be writing words you're unfamiliar with anyway: USE a word—out loud, and more than once—before you try writing it, and make sure (with a new word) that you know what it means before you use it. This means you'll have to look it up in a dictionary, where you'll not only learn what it means, but you'll see how it's spelled. Choose a dictionary you enjoy browsing in, and guard it as you would a diary. You wouldn't lend a diary, would you?

A tip on looking it up

Beside every word I look up in my dictionary, I make a mark. Beside every word I look up more than once, I write a note to myself—about WHY I looked it up. I have looked up "strictly" 14 times since 1964. I prefer to spell it with a k—as in "stricktly." I have looked up, "ubiquitous" a dozen times. I can't remember what it means.

Another good way to use your dictionary: When you have to look up a word, for any reason, learn—and learn to *spell*—a *new* word at the same time. It can be any useful word on the same page as the word you looked up. Put the date beside this new word and see how quickly, or in what way, you forget it. Eventually, you'll learn it.

Almost as important as knowing what a word means (in order to spell it) is knowing how it's pronounced. It's government, not goverment. It's February, not Febuary. And if you know that anti- means against, you should know how to spell antidote and antibiotic and antifreeze. If you know that ante- means before, you shouldn't have trouble spelling antechamber or antecedent.

Some rules, exceptions, and two tricks

I don't have room to touch on all the rules here. It would take a book to do that. But I can share a few that help me most:

Some spelling problems that seem hard are really easy. What about -ary or -ery? Just remember that there are only six common words in English that end in -ery. Memorize them, and feel fairly secure that all the rest end in -ary.

cemetery
millinery
distillery
monastery
confectionery
stationery (as in paper)

Here's another easy rule. Only four words end in -efy. Most people misspell them—with -ify, which is usually correct. Just memorize these, too, and use -ify for all the rest.

stupefy	putrefy
liquefy	rarefy

As a former bad speller, I have learned a few valuable tricks. Any good how-to-spell book will teach you more than these two, but these two are my favorites. Of the 800,000 words in the English language, the most frequently misspelled is alright: just remember that alright is all wrong. You wouldn't write alwrong, would you? That's how you know you should write all right.

The other trick is for the truly *worst* spellers. I means those of you who spell so badly that you can't get close enough to the right way to spell a word in order to even FIND it in the dictionary. The word you're looking for is there, of course, but you won't find it the way you're trying to spell it. What to do is look up a synonym—another word that means the same thing. Chances are good that you'll find the word you're looking for under the definition of the synonym.

Demon words and bugbears

Everyone has a few demon words—they never look right, even when they're spelled correctly. Three of my demons are medieval, ecstasy, and rhythm. I have learned to hate these words, but I have not learned to spell them; I have to look them up every time.

And everyone has a spelling rule that's a bugbear—it's either too difficult to learn or it's impossible to remember. My personal bugbear among the rules is the one governing whether you add -able or ible. I can teach it to you, but I can't remember it myself.

You add -able to a full word: adapt, adaptable; work, workable. You add able to words that end in e -just remember to drop the final e: love, lovable. But if the word ends in two e-s, like agree, you keep them both: agreeable.

You add -ible if the base is not a full word that can stand on its own: credible, tangible, horrible, terrible. You add -ible if the root word ends in -ns: responsible. You add -ible if the root word ends in -miss: permissible. You add -ible if the root word ends in a soft c (but remember to drop the final e.): force, forcible.

Got that? I don't have it, and I was introduced to that rule in prep school; with that rule, I still learn one word at a time.

Poor President Jackson

You must remember that it is permissible for spelling to drive you crazy. Spelling had this effect on Andrew Jackson, who once blew his stack while trying to write a Presidential paper. "It's a damn poor mind that can think of only one way to spell a word!" the President cried.

When you have trouble, think of poor Andrew Jackson and know that you're not alone.

What's really important

And remember what's really important about good writing is not good spelling. If you spell badly but write well, you should hold your head up. As the poet T.S. Eliot recommended, "Write for as large and miscellaneous an audience as possible"—and don't be overly concerned if you can't spell "miscellaneous." Also remember that you can spell correctly and write well and still be misunderstood. Hold your head up about that, too. As good old G. C. Lichtenberg said, "A book is a mirror: if an ass peers into it, you can't expect an apostle to look out" — whether you spell "apostle" correctly or not.

HANDOUT 3

DEVELOP SUCCESSFUL LEARNING SKILLS

I

TEACHING FOR STUDENT LEARNING STYLES

VISUAL

- Use an overhead projector, handouts, and the chalkboard as much as possible.
- Use charts and diagrams whenever possible. Display posters that summarize objectives.
- Point out text illustrations. Whenever possible, reinforce them by distributing similar handouts.
- Allow the students to turn in posters or written work, rather than oral reports.

KINESTHETIC

- Use three-dimensional models to display unit information. If possible, use models that can be disassembled and reassembled.
- Use gestures in class. Whenever possible, tie the gesture to the information and repeat it during later classes.
- Use setting. Tie information to real-life scenes the student is familiar with: cooking supper at home, driving the car, caring for children.
- Move the classroom. Move to a library when discussing references, to a film room when films are shown, etc.

AUDIO

- Repeat information. Summarize it. Be sure what you say is as organized as what they read.
- Organize study groups. Offer pretest evening review sessions. Any opportunity to hear the information will reinforce it.
- Encourage students to tape classes and play the tapes back at home.
- Allow students to present oral reports whenever possible.

INFORMATION SHEET

DEVELOP SUCCESSFUL LEARNING SKILLS

I

OBJECTIVE 1

Match terms associated with successful learning skills to their definitions.

- **Auditory** — Dealing with what is heard
- **Cursor** — The point on a computer screen where new information will appear
- **Formatting** — Preparing the disk to receive information

  NOTE: Formatting can be compared to an address book. Each line in the book is given an address so that when information is stored there, it can be retrieved.
- **Kinesthetic** — Dealing with the sense of touch
- **Reading system** — A planned method for studying reading material
- **Sensory modality** — The type of sense being used

  EXAMPLES: Visual, auditory, kinesthetic
- **Syllabus** — A list of what will be covered during a course of study
- **Visual** — Dealing with what is seen

OBJECTIVE 2

Distinguish among characteristics of visual, auditory, and kinesthetic learning styles.

Information is gathered through our senses and converted into perceptions we use to understand the world. We may receive information through several different senses at one time, such as when we listen to and watch someone talking to us. Even though we can receive information through several senses at one time, we each tend to use one sense most efficiently.

- **Visual** — Most people receive and process information best visually. Reading, watching, or other activities where sight is used work best for visual learners. You may hear visual people say things like "I see what you mean" or "I get the picture." Some visual people construct pictures in their minds and associate concepts to different parts of the picture. Drawing charts and diagrams also helps visual learners.

- **Auditory** — People who learn best by hearing are auditory learners. You may hear them say things like "I hear what you're saying" or "I heard that." Tape recorders are valuable tools for auditory learners. They can also construct sentences or songs about what they are studying.

- **Kinesthetic** — Some people learn best through feeling. For example, children touch each finger as they learn to count, or many adults will "dial" in the air when they try to remember a telephone number. Adults can touch a fingertip or joint as they learn each fact, then touch them again to help recall the fact. Many of the most accurate typists are kinesthetically oriented because they can "feel" when an incorrect key is hit.

NOTE: Students who know what kind of learner they are can make sure they get the information they need. A visual learner having trouble with a lecture, for example, might ask the teacher for a diagram on the blackboard; an auditory learner having trouble reading all the handouts might be able to tape record the class. Today's teachers are familiar with different learning styles. Telling your teacher that you are not getting information in the way you take in information best will help the teacher adjust the material being presented.

Using your senses to remember

The more senses you use, the more likely you will remember the subject matter. Some activities, like listening to a speaker, and taking notes, use auditory, visual, and kinesthetic senses. Writing down key words and saying them out loud reinforces learning, too.

OBJECTIVE 3 **Complete statements about techniques for improving learning.**

Before class

- Read materials before class. Scanning material before it is presented in class will make you more familiar with it and make it easier to understand what your instructor says.

- Have assignments done on time.

- Arrive with a positive attitude. Look forward to learning.

- Before class, briefly review notes from the previous class and assignments.

  NOTE: Research has shown that if you learn something in one place, you will remember it better in that same place. So, take advantage of the few minutes before class starts to review your notes.

- Plan for the next class. If your instructor doesn't provide a schedule of topics and assignment due dates, ask for one.

During class

- Attend all classes. Research shows that the students who attend classes tend to make the best grades.

- Take notes. Date the notes and include everything the instructor repeats, puts on the board, or says is important. Use your own words, not the instructor's.

- Concentrate on listening.

- Ask questions. Questions will help you process information, help you understand it more clearly, and help your instructor know which points the class needs help with.

- Ask the instructor to repeat information. Don't assume you are the only one in class who missed something or didn't understand it, assume you are the only one smart enough to ask.

After class

- Review and rewrite your notes as soon as possible. Notes are usually written hastily, and if you wait until just before a test to read them, they may not make sense.

- Complete all assignments as soon after class as possible.

- Form or join a study group.

- Convert information in your notes into a form you can understand more easily. Charts, timelines, or diagrams may help you remember what you have learned.

OBJECTIVE 4

List five different types of reference materials.

Where should you go for information that is not in your textbook? Today a wide variety of information sources is available. Most school and public libraries will have the references listed below. Ask the librarians for help using references you are not familiar with. If your school library does not have what you need, check city and college libraries, medical libraries, at large universities, and libraries in larger hospitals.

- **Periodicals** — This category includes newspapers and magazines. They can provide useful, up-to-date information on your topic, and often include graphs or charts that may be helpful. They may also demonstrate your topic's importance. While these sources are helpful, all research should rely on other sources of information, too.

- **Books** — Books usually give more in-depth information than periodicals, but they may be out of date. You may want to check several books or compare information in books to more recent information in magazines or newspapers.

> Can't find the book you want? Ask the librarian about interlibrary loan. Your library may be able to locate the book you want and check it out of another library for you.

- **References** — These sources include encyclopedias, medical dictionaries, *Who's Who, The Physician's Desk Reference*, and other books. Usually they list facts briefly, but the information is specific. Ask your librarian for help finding the reference you need.

- **Journals** — Journals are periodicals specializing in a certain field. They are the most current and reliable information, but may use a more technical language than popular magazines.

- **Abstracts and government documents** — Abstracts are reviews of journals and academic research related to a certain topic. They provide a concise summary of a book, article, or research project, usually at a more difficult reading level. Government documents are published by the government on a wide variety of topics. They may be available at your local library or can be ordered from the Government Printing Office.

OBJECTIVE 5

Select from a list guidelines for using a textbook.

Textbooks are a large part of the cost of education. Because they are so expensive, you should expect to get a good return on your investment. Use these guidelines to get the most out of your textbooks.

- Remember that you are reading to gain knowledge.

- Read and try to understand everything in the book: charts, illustration notes, study helps, etc.

- Try to match up what the text says and what is presented in class.

- If the text is too difficult, try to find a book that is easier to understand. Go to the library or talk to your instructor.

- If something in the textbook confuses you, ask your instructor about it.

- Get a tutor if you need one.

Marking up your textbook may not have been allowed in grade school, but today it makes sense. Make notes in the margins, buy tabs and glue them to important pages, and circle key words or phrases. Some people like to use highlighters. If you do, limit yourself to highlighting only one sentence in each paragraph.

OBJECTIVE 6

Arrange in order steps in the SQ3R reading system.

S **Survey** — Glance over the topic headings to see how the topics are related to each other. Look at how the information is organized before you read it.

Q **Question** — After you survey the assignment and before you read it, ask yourself questions about what you are studying. Do this one section at a time.

EXAMPLE: "SQ3R. I wonder what that means?"

R **Read** — Read the material under the first section only. Try to find the answers to the questions you asked yourself.

R **Recite** — Now that you can answer the questions, recite the answers out loud, using your own words. Be sure your answer is complete and uses the proper terms. Jot down parts of your answer that are incomplete or that you feel unsure of.

R **Review** — After you have finished reading the chapter, refresh your memory by going over key points.

OBJECTIVE 7

Discuss techniques to develop successful study habits.

- **Schedule study time**. There are only 24 hours in a day, and out of those hours students must schedule many activities. Setting up a regular study time will help you have enough time for reading, review, and project work.
- **Avoid cramming**. Research has proven *cramming doesn't work*. We learn in layers, connecting what we learn today to what we already know. Cramming doesn't allow for those connections.

- **Find a place where you can concentrate**. Most people can't study when they are distracted, so find a place and time that works for you. For some people, that means going to the library. For others, it means turning on soft music that may cover some background noise. For others, schedules and other responsibilities may make being alone while you study difficult. Encourage school-aged children to study with you. Read while rocking the baby to sleep. Many students even read in the bathtub!

- **Be comfortable**. Wear comfortable clothes, get a blanket, whatever it takes to help you relax and concentrate. Have everything you need ready and available — food if you eat, drinks, pencils, tools.

- **Reward yourself for studying**. Brag a little, and let your family reward you, too. Take a walk, a bubble bath, or eat a piece of fruit to let yourself know you've done a good job--but don't do it until *after* your studying is finished.

- **Keep up—or even ahead**. When you get behind you have twice as much work to do. If you stay even, you're safe. If you get ahead, you have less work to do, and will already be familiar with what your instructor presents.

- **Study one subject at a time.** Just like any other distraction, too many subjects at one time get jumbled. If you must study more than one subject in a setting, take a short break between subjects.

- **Give yourself a break**. Everyone needs rest, including students. More importantly, students who rely on marathon study sessions don't do as well as those who break study time into smaller doses. Try to stop for a few minutes every hour.

- **Avoid chemicals**. Even coffee or tobacco affect your ability to remember what you read. Tests show that a student drinking coffee while studying may remember more at the time, but will remember less when the stimulation of the coffee wears off.

OBJECTIVE 8

Match examples of memory techniques to their names.

- **Repetition** — Practice makes perfect and more practice makes it stay perfect.

- **Time your practice** — You will remember more if you practice one hour a day for a week than if you practice for seven hours straight.

- **Organization** — Organize information in a way that is *meaningful to you.* You will remember organized material better. Even the act of organizing will help you learn because you will have to see relationships and fit details into place.

- **Meaningfulness** — It is easier to remember important facts than less important details. It is also easier to remember sentences than words. Concentrate on key phrases and topics.

- **Mnemonic devices** — Mnemonics are memory "tricks."

  — **Rhymes** — One way to make things easier to remember is to put it to rhyme, especially if you are an auditory learner.

  EXAMPLES: 30 days hath September...
  I before e except after c...

  — **Acronyms** — A sentence or phrase in which the first letter of each word is a cue. The letters together may spell an answer or they may stand for other words that must be kept in order.

  EXAMPLES: "A rat in the hat may eat the ice cream" to remember how to spell "arithmetic" or "Roy G. Biv" to remember the spectrum of colors (red, orange, yellow, green, blue, indigo, violet).

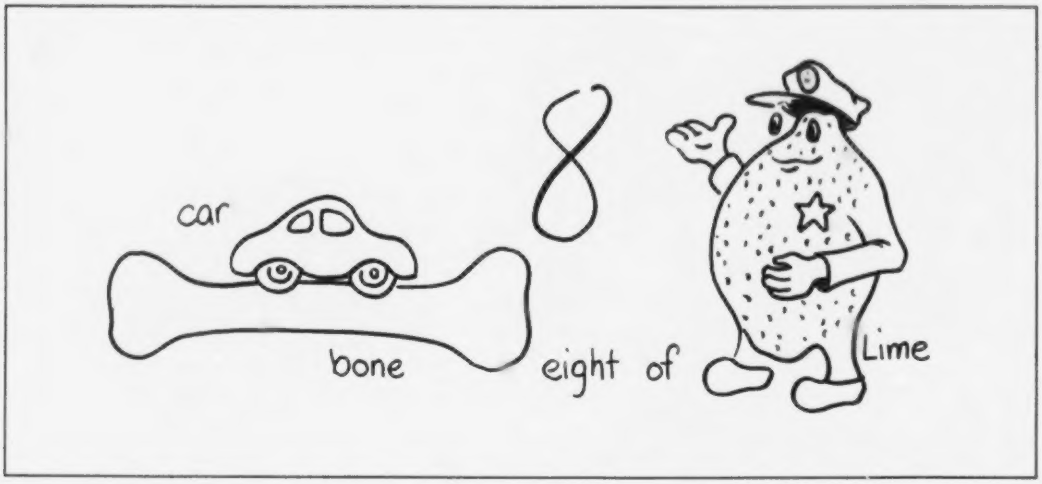
  — **The Loci system [lo-si]** — This is a visualization technique in which you associate each thing to be remembered with a familiar location.

  NOTE: The Loci method works because of a simple principle. Tests have shown that the number of items a person can remember is between five and nine. If a person tries to remember more than that, something will probably be forgotten. But, tests have also shown that we can group things mentally and remember more items when they are in groups. For instance, we might have trouble remembering 4 4 4 5 4 5 2 2 6, because there are ten numbers. But it we group them into 444-54-5226, we only have to remember three things.

EXAMPLE: If you have a list of chores, you could associate each of them with something in your home. You have to go to the bank, go to the library to find some information on nursing careers for a report, pick the kids up at school, and take the car to the shop. Make the associations: The bank could be the bedroom, the library could be a chair in the hall, the school might be your front room, and the auto shop an umbrella stand near your front door. You would picture each item with a connection to the item on your list. Maybe the chair representing the library could be pictured with the book you are seeking lying open on the seat. Or the transmission could be pictured in the umbrella stand. To remember the next item on your list, you mentally walk through your home.

— **Visualize** — Think of a picture made of the basic sounds of what you are trying to learn. The funnier the picture, the easier it will be to remember.

EXAMPLE: To remember carbonate of lime, you can picture a piece of coal (carbon) eating a lime; or picture a car, a bone, an eight and a lime.



— **Say it out loud**. Make a picture of the sound, using rhyme or rhythm. Reading out loud will reinforce your learning.

EXAMPLE: M, I, crooked letter, crooked letter, I, crooked letter, crooked letter, I, humped back, humped back, I.

Just Do It

The more you use information, the easier you can remember it. So, say it, write it, tape it, listen to it, sculpt it in your mashed potatoes, whatever it takes. Just do it.

OBJECTIVE 9 **Describe the difference between written tests and practice tests.**

Practice tests

- A practice test is used to evaluate what each student knows and what information still needs to be acquired.
- A practice test is a good study aid for a written test.

Written tests

- A written test is used to assess the degree to which the student has mastered the materials covered in the course of study.
- A written test will be used to determine a final grade; a practice test may or may not.

OBJECTIVE 10 **Select the word or phrase that completes statements about preparing for a test.**

Adult students have many things in common. One of them is test anxiety. Remember that any test, practice or written, is basically a review of what you have learned. Relax, take a deep breath, and remember that another thing **adult students** have in common is that they **usually do very well.**

- **Reviews**

  - Daily reviews after each class and, if possible, before each class, will help you keep up with the instructor.

  - Weekly reviews over assigned reading, lecture notes, and practice questions in the textbook will reinforce daily reviews and pinpoint areas of weakness. Allow at least one hour per subject for weekly reviews.

  - Major review for comprehensive exams, such as semester tests, should take place about a week before a test. This will allow you time to bone up on your weak points and discuss questions with your instructor. A major review may take two to five hours. A major review is *not* cramming.

    NOTE: A major review with other students helps a great deal. You can compare understandings, hear, discuss, and write.

- **Study tools**

  - Checklists — List lecture dates, reading assignments, and the major points of each. As each is reviewed and mastered, check it off the list. A similar list of questions the instructor suggests might be on the test is also a good idea.

  - Flash cards — These work just like they did when you were learning your ABC's. Write a question on one side of a 3 x 5 card, and the answer on the other side.

    NOTE: This is a good chance to have your family help you study. Make a game of it by letting your children or other family members ask you the questions. This is also a good chance to model good study habits for your children.

- **Know what your instructor is emphasizing and what you are expected to know.** Some instructors will pass out lists of possible test questions. Other things to watch for are:

  - Anything the instructor draws on the board or overhead projector

- Anything the instructor hands out a separate paper about
- Anything the teacher repeats
- Items in bold face or textbook review questions
- Anything the instructor says "is important" or "may be on the test."

- **Give yourself a pretest.** Some textbooks come with pretests. Others have companion workbooks you may be able to purchase. Some instructors have old tests on file they may be willing to share with you.

- **Form or join a study group.**

- **Get plenty of rest, exercise, and a balanced diet before a test.** If you have kept up with the class, the extra two hours of study will probably not make a difference. Missing two more hours of sleep may.

OBJECTIVE 11 **Select from a list true statements about taking a test.**

- Read all the test directions carefully and completely. Survey the entire test before answering any questions.

- Budget your time so you will be able to complete the entire test. If you don't know the answer to a question, don't dwell on it. Go to the next question and come back to the one you are not sure of later.

- Read the questions carefully. Pause and consider what the question is asking. Answer those you are sure of first. If you know one part of the test will be easiest, do it first.

- Find out if you will be penalized for wrong answers. If the test is simple percentage, guess at all answers. Even if you are wrong, you haven't lost anything more than you would by leaving it blank. If you are penalized for wrong answers, only answer those you are sure of.

- Try to save some time to review your answers before submitting your test.

OBJECTIVE 12

Discuss techniques for answering different types of test questions.

Multiple Choice

- Always read the entire question and all the choices.
- Remember to pause and to ask what the question is really asking before you look at the answers.
- Begin by eliminating all the choices you know are wrong.
- You can usually eliminate choices that are absolute (always, never, all, or none), that are too general, or that give only part of the answer.
- The longest answer is usually the most complete and, quite likely, the correct answer.

True/False

- When the statement contains an absolute, it is usually false.
- When the statement contains a qualifier (generally, often, may be), it is usually true.
- Cross out both negatives in a statement with a double negative, then decide if it is true.

  EXAMPLE: "The nurse did not write a report with no spelling errors." Means the nurse did write a report with spelling errors.
- If any part of a true-false statement is false, the whole statement is false.

Matching Type

- Read the directions carefully to see if an item can be used more than once.
- Use a process of elimination. Begin with the matches you are sure of.
- Remember that you are usually looking for the *best* matches, not the *only* matches.

Short Answer

- Look at the blank in the question. The length of the blank may indicate the length of the answer.
- The number of blanks usually indicates the number of words in the answer. This is especially true if there is more than one blank.
- Look at the word before the blanks. It may help you narrow down the answer. For example, "an" instead of "a" means the answer begins with a vowel.

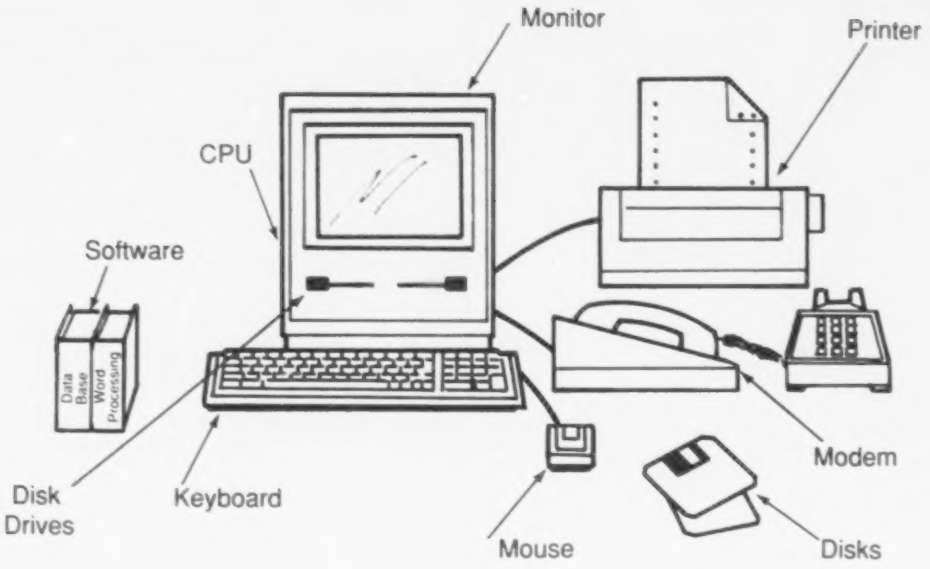
Essay Tests

- Read all the directions and all the questions first.
- Budget your time according to the number of questions to be answered and the point value of each. Set a time limit for answering each question. Allow more time for questions worth more points.
- Begin with the questions you know you can answer that are worth the most points.
- Plan your answer. In the margin, on the book, or on another piece of paper, make a list of the important points or outline your answer.
- Turn the question into a statement at the beginning of your answer. "What are the differences between written tests and practice tests?" may become "There are two major differences between written tests and practice tests."
- Write neatly and follow an outline.
- Leave space at the end of each answer, so you have room to add or to improve your answer later.
- Observe proper spelling and grammar rules. The instructor may not penalize you for misspelling or incorrect punctuation, but they will indicate a lack of knowledge of the subject matter.
- If you see you are going to run out of time, complete your answer in outline form and add a note to the instructor that time is short.

- If possible, review your answers.

OBJECTIVE 13 **Identify the parts of a computer.**

Computers are wonderful tools that help us at work, school, and home. They make our lives easier by processing large amounts of information very quickly. Unfortunately, many people are still afraid of computers and believe they will never be able to use them. Like our best tools, once you know how to use the computer, you will wonder how you ever got along without it.


Monitor
Printer
CPU
Software
Data Base
Word Processing
Modem
Disk Drives
Keyboard
Mouse
Disks

HARDWARE — The machinery of the system.

- **CPU** (Central Processing Unit) — This is the device that processes the information. It holds the memory chips and circuitry.
- **Input units** — Feed the information into the computer
  - **Keyboard** — The most common input unit. It contains a basic typewriter keyboard with a few extra keys, most notably cursor movement keys and function keys.

  - **Mouse** — An input unit that moves the cursor by rolling a ball across a flat surface. A click switch is the same as "Enter" on the keyboard.
  - **Modem** — An input device that allows computers to be connected by telephone lines. A modem may be a separate unit or may be included in the CPU.

- **Monitor** — The television screen that displays the computer information.
- **Disk drive** — A device that transfers information from computer disks to the computer or from the computer to disks.
- **Printer** — A device that transfers information from the computer to paper.
- **Disks** — Storage units for computer information, either software or data. Most computer disks are 5 1/4" or 3 1/2" floppies, but they can be larger or smaller. Some computers contain hard disks, which are part of the CPU.

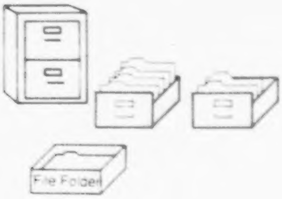
> If you can touch it, it's hardware. If you can't touch it, it's software.

SOFTWARE — The programmed set of instructions that tells the computer how to process the information it gets from the human in control. Software is on disks; it is just information written in electronic codes.

HOW INFORMATION IS ARRANGED ON A COMPUTER

Preparing

Formatting arranges the disk's magnetic tracks into a usable order, just as


File Folder

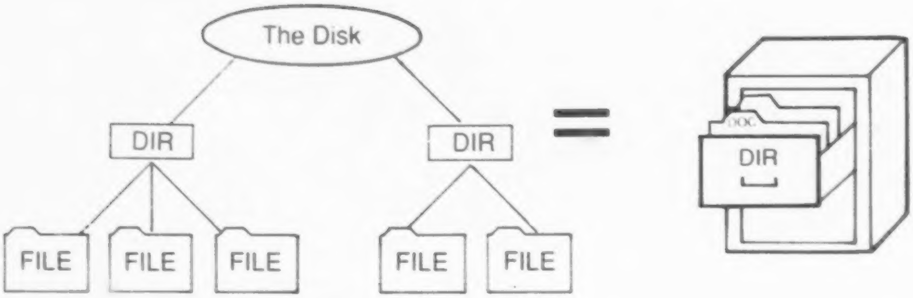
assembling and filling a file cabinet with empty folders arranges it in a usable order

Using

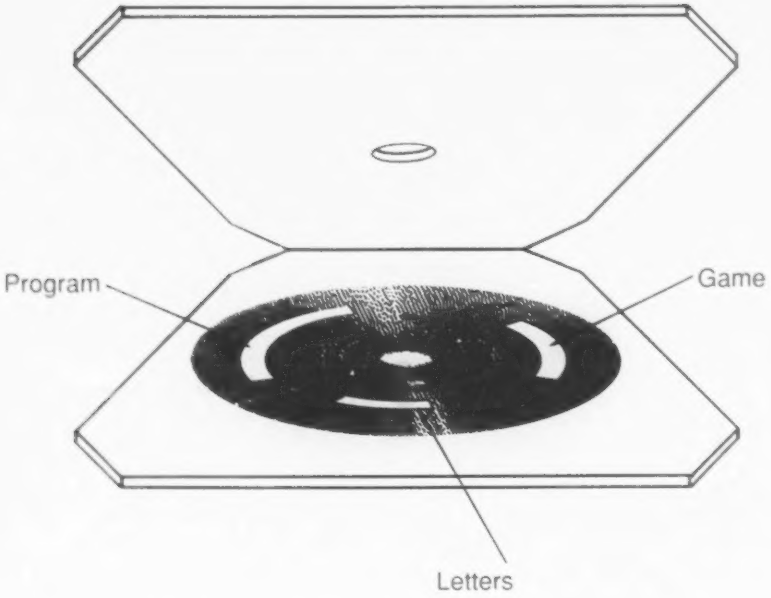
One disk = One filing cabinet

One directory = One drawer

One file = One file


The Disk
DIR
DIR
FILE
FILE
FILE
FILE
FILE
=
DOC
DIR

INSIDE A DISKETTE


Program
Game
Letters

The information's name is called the file.

The information's address is in the directory.

ASSIGNMENT SHEET 1

DEVELOP SUCCESSFUL LEARNING SKILLS

NAME ______________________________ SCORE ________

OBJECTIVE 14

Complete a learning style inventory.

INTRODUCTION

This survey is designed to help you identify your style of learning. It specifically deals with how you best receive new information or knowledge. The results of this survey will help you plan your future learning experiences.

This is not a test. There are no right or wrong answers. When choosing your response, you should consider your past learning experiences and your own observations of your learning style.

DIRECTIONS

Reading Comprehension Skills
- React to written material

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

General Relating Skills
- Identify personal values/ attitudes
- Apply information to life experiences

Check the statements you agree with below. Respond to all statements in the order presented. Do not skip statements.

______1. I prefer to learn from graphs, tables and charts instead of class lectures.

______2. I prefer to learn from listening to others read instead of reading the material myself.

______3. I prefer to learn from working with a model instead of looking at a picture of an object.

______4. I prefer to learn from physical, hands-on activities instead of listening to a description of a procedure.

______5. I prefer to learn from listening to recordings instead of reading a textbook.

______6. I prefer to learn from watching a slide show instead of listening.

______7. I prefer to learn from drawing or illustrating material instead of listening to the instructor lecture.

______8. I prefer to learn from video tapes or television programs instead of listening to audio tapes.

______9. I prefer to learn by role playing instead of reading.

Cognitive Activity Skills
- Analyze/synthesize information
- Draw conclusions
- Evaluate results/ outcomes

Job Acquisition/ Development Skills
- Develop self confidence/esteem

Social Studies Application Skills
- Investigate/apply principles of psychology

______10. I prefer to learn from reading my assignments instead of listening to a class lecture.

______11. I prefer to learn from activities that let me move around instead of reading.

______12. I prefer to learn by listening to the instructor describe a procedure instead of reading about it.

______13. I prefer to learn when I can touch a physical object instead of listening to a description of it.

______14. I prefer to learn from a class lecture instead of reading my textbook.

______15. I prefer to learn from looking at pictures instead of listening to a description.

______16. I prefer to learn by listening instead of talking with others.

______17. I prefer to learn by constructing a project instead of reading.

______18. I prefer to learn by participating in games or physical activities rather than by listening to others speak.

______19. I prefer to learn by watching movies rather than by listening to tapes.

______20. I prefer to learn by listening to the instructor explain information rather than by reading it.

PERCEPTUAL LEARNING SURVEY SCORES

Circle the numbers you checked. Next, total the number of circles for each learning style. The highest total is your preferred style. If you checked an equal number of each, you may be comfortable receiving information in several ways.

Visual	1, 6, 8, 10, 15, 19
Auditory	2, 5, 12, 14, 16, 20
Kinesthetic	3, 4, 7, 9, 11, 13, 17, 18

Use this information to complete Assignment Sheet 2.

DEVELOP SUCCESSFUL LEARNING SKILLS

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 1

Skill development for:
READING SKILLS
WRITING SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by reviewing the meanings of visual, auditory, and kinesthetic as applied to learning styles. Ask students if they know which style best characterizes their learning.

- Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  - React to written material
  - Follow written instructions

  WRITING SKILLS

  - Complete forms and records

  INTERPERSONAL/RELATING SKILLS

  - Identify personal values/attitudes
  - Apply information to life experiences

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  - Analyze/synthesize information
  - Draw conclusions
  - Evaluate results/outcomes

  EMPLOYABILITY SKILLS

  - Develop self confidence/esteem

SOCIAL STUDIES SKILLS

— Investigate/apply principles of psychology

- If students have trouble responding "yes" or "no" to some statements, remind them that it is probably wise to stay with their initial inclinations.

- Suggest that students try to remember the learning style they preferred as children: i.e. as a child a student may have learned better by playing a game than by reading.

- If students don't readily understand how knowing their preferred learning style will help them in every-day life, remind them that we continue to learn every day. Discuss the term "lifelong learning." Remind them that it will be their professional responsibilities to keep up to date on new technologies in health care.

- After students have determined their learning styles, ask them if they are surprised at the outcome. Encourage a class discussion about how they can best study to accommodate their learning styles. Ask for specific examples: e.g. an auditory learner may want to make tape recordings of important parts of lessons.

- Some people's preferred communication style may even be through taste and smell. Some people think that the language we ordinarily use is a clue to our styles. For example, one person might say, "I *see* what you mean." Another might say, "That *sounds* good to me," or "That really *stinks!*" or "That *feels* fine." Just for fun, tell students to monitor their language to see if it reveals their learning styles.

ASSIGNMENT SHEET 2

DEVELOP SUCCESSFUL LEARNING SKILLS

I

NAME SCORE

OBJECTIVE 15 **Use learning styles inventory information.**

INTRODUCTION

The information in Assignment Sheet 1 has helped you identify your preferred learning style. Now it is time to determine how this knowledge can be put to its best use.

DIRECTIONS

Use the information in Assignment Sheet 1 to determine your preferred learning style. Find at least two other people in your classroom with the same learning style. As a group list three changes you will make in each setting listed. Consider where you will be and changes you can make in your seating position or study area.

Reading Comprehension Skills
- Analyze cause and effect
- Draw conclusions

Functional Reading Skills
- Interpret forms and records

Language Skills
- State ideas clearly

Interactive Communication Skills
- Work effectively in a group

General Relating Skills
- Participate in group activities
- Apply information to life experiences

Teamwork/Cooperative Skills
- Investigate/identify personal styles
- Give/receive feedback
- Present point of view

Changes I will make when I study at home:

Changes I will make in class:

Leadership/Influencing Skills
- Develop esteem in self/others

Cognitive Activity Skills
- Collect/record information
- Identify critical elements/issues
- Define a problem
- Identify underlying causes
- Draw conclusions
- Identify/develop alternatives
- Select an alternative
- Transfer knowledge/training to new situations
- Develop an action plan

Job Acquisition/Development Skills
- Develop self confidence/esteem

Changes I will make in the way I take notes:

DEVELOP SUCCESSFUL LEARNING SKILLS

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 2

Skill development for:
READING SKILLS
WRITING SKILLS
ORAL COMMUNICATIONS SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by asking students if they have noticed living examples of their identified preferred learning style. Ask if they have made any changes according to what they now know about how to learn best.

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

- Analyze cause and effect
- Draw conclusions
- Interpret forms and records

WRITING SKILLS

- State ideas clearly

ORAL COMMUNICATION SKILLS

- Work effectively in a group

INTERPERSONAL/RELATING SKILLS

- Participate in group activities
- Apply information to life experiences
- Investigate/identify personal style
- Give/receive feedback

- Present point of view
- Develop esteem in self/others

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Collect/record information
- Identify critical elements/issues
- Define a problem
- Identify underlying causes
- Draw conclusions
- Identify/develop alternatives
- Select an alternative
- Transfer knowledge/training to new situations
- Develop an action plan

EMPLOYABILITY SKILLS

- Develop self confidence/esteem

- If students experience difficulty deciding on changes to make, offer some suggestions to stimulate their thinking: e.g. an auditory learner could tape record a class and listen to it at home; a visual learner could write important words on yellow Post-its and stick them to the refrigerator, mirrors, etc.
- If students have trouble developing their action plans, ask them to think of alternatives to what they are doing now.

EXAMPLE: They have a lot of reading, but they prefer to learn by listening. Maybe they could have their children (who love to read) read some of their work to them.

- When working in their groups, students may try brainstorming to come up with different ideas. Tell them they have 10 minutes, for example, to write down everything that enters their heads. Then, they can review their lists with group members and decide what is/is not workable.

- Remind students to state ideas clearly in complete sentences. They may begin each idea with a verb following the colon of the sentence provided: e.g. *study* at my desk every night. Or they may write a complete sentence: e.g. I will study at my desk every night. Tell them to be consistent.

- Encourage volunteers to share their ideas about changes they plan to make with the entire class. Encourage the class to respond/give input.

- If students have difficulty with the creative thinking/problem solving skills, remind them that problem solving ability can be evaluated by the results seen or by their performance at evaluation time. There are no right or best answers. What is best is what promotes learning for each individual student.

ASSIGNMENT SHEET 3

DEVELOP SUCCESSFUL LEARNING SKILLS

I

NAME ______________________________ SCORE ________

OBJECTIVE 16

Use a reading system to complete a reading assignment.

INTRODUCTION

We all learned how to read as children and changing something we are used to doing is hard. But changes in the way you approach reading will make a difference in your academic success. Review Objective 6 before completing this assignment.

DIRECTIONS

Reading Comprehension Skills
- Gain factual information
- Draw conclusions
- React to written material

Research and Reference Skills
- Locate resources

Language Skills
- Use standard grammar, correct spelling, punctuation and capitalization
- State ideas clearly

Composition Skills
- Use complete sentences

Cognitive Activity Skills
- Identify critical elements/issues
- Analyze/synthesize information

Job Acquisition/ Development Skills
- Develop good work habits/attitudes

1. **Survey** the article. Note the headline and any other subheads. Also, pay attention to bold-faced words, blocked copy, and photos or graphs that accompany the article.

2. Write 3 **questions** about the article's topic before you read the article.

   1. ______________________________

      ____

      ____

   2. ______________________________

      ____

      ____

   3. ______________________________

      ____

      ____

3. **Read** the article. Keep your questions in mind.

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4. **Recite** the answers then write them down. Try to tell what the article was about in one sentence. Did you discover there was something in the article you didn't understand when you tried to talk about it out loud? If so, list what you didn't understand, and re-read the article.

    1. ______________________________

       ____

       ____

    2. ______________________________

       ____

       ____

    3. ______________________________

       ____

       ____

5. **Review** the article's main points which you listed in question 3. If they were different, list differences.

   ____

   ____

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 3

Skill development for:
READING SKILLS
WRITING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by asking students what their typical approach to reading an assignment is. Ask: Do you read just once? Cram for exams? Have you ever tried previewing? How do you review?

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

- Gain factual information
- Draw conclusions
- React to written material
- Locate resources

WRITING SKILLS

- Use standard grammar, correct spelling, punctuation, and capitalization
- State ideas clearly
- Use complete sentences

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Identify critical elements/issues
- Analyze/synthesize information

EMPLOYABILITY SKILLS

- Develop good work habits/attitudes

- Students may think at first that the SQ3R method takes too much time. Remind them that as they use the method and become familiar with it, their studying will become more efficient and they will never have to cram for exams, thus actually saving time.

- Lack of concentration, letting the mind wander, may be the biggest problem students have while reading. The SQ3R method helps students focus their attention so this should not happen. Sometimes almost all students find they are not concentrating at one time or another. Suggest that students take a break if this happens to them. Then, they can resume studying when they are ready to settle down.

- The teacher can be alert for special reading problems student may have: e.g. eye reversal problems, moving the lips while reading, subvocalizations.

- Remind students that previewing and prediction may be the most important parts of reading. Asking questions keeps the mind focused and actively engaged while reading.

- If students are embarrassed about reciting answers aloud for question #4, let them recite to a partner. Tell them to first think the answer through before telling it to their partners.

- When answering questions, remind students to use standard grammar, correct spelling, punctuation, and capitalization, and complete sentences.

- For question #5, students may want to use the following form: I thought the article was going to talk about . . . Instead, it talked about . . .

- If students need more practice with SQ3R, choose other readings for them.

ASSIGNMENT SHEET 4

DEVELOP SUCCESSFUL LEARNING SKILLS

I

NAME ______________________________ SCORE ________

OBJECTIVE 17

Develop a personal study plan.

INTRODUCTION

There never seems to be enough time to do everything. The more responsibilities you have, the more important it is that you plan and budget your time.

DIRECTIONS

1. Use the study diary you have been keeping to determine how much time you spend studying each day.
   - — Does the amount of time you spend vary from day to day or is the same?
   - — Do you study at the same time every day, or at different times?
   - — Do you set aside study time, or do you study whenever you get a chance?
2. Use the study diary to determine where you study.
   - — Do you study at the same place every day or at different places?
   - — Do you have everything you need where you study?
   - — Do you have privacy when you study?
   - — Are you wearing comfortable clothes?
3. Use your decisions in Assignment Sheet 2 to determine what changes you need to make in your schedule.

Reading Comprehension Skills
- Draw conclusions
- Make generalizations

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

General Relating Skills
- Identify personal values/attitudes
- Apply information to life experiences

Cognitive Activity Skills
- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions
- Devise a solution

- Transfer knowledge/ training to new situations
- Develop an action plan

Job Acquisition/ Development Skills
- **Develop good** work habits/attitudes
- Develop self confidence/esteem

Functional Social Studies Skills
- Practice good work ethics

4. List five study schedule changes you are going to make.

    1. ______________________________
    2. ______________________________
    3. ______________________________
    4. ______________________________
    5. ______________________________

5. Use the schedule on the next page to plan how you will spend your time next week. List all appointments, classroom time, study time, time for work, family, and home responsibilities, and adequate sleep and recreation.

TIME PLAN

Monday ____/____/____ Tuesday ____/____/____ Wednesday ____/____/____

	Planned	Actual	Planned	Actual	Planned	Actual	TO DO LIST
Before 7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
After							

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TIME PLAN

(page 2)

Thursday ___/___/___ Friday ___/___/___ Saturday ___/___/___ Sunday ___/___/___

	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual
Before 7:00								
8:00								
9:00								
10:00								
11:00								
12:00								
1:00								
2:00								
3:00								
4:00								
5:00								
6:00								
7:00								
8:00								
9:00								
10:00								
11:00								
After								

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DEVELOP SUCCESSFUL LEARNING SKILLS

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 4

Skill development for:
READING SKILLS
WRITING SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by asking students if they have ever analyzed how they actually spend their time. Ask if they think they could be more productive or if they think they waste time.

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Draw conclusions

— Make generalizations

— Follow written instructions

WRITING SKILLS

— Complete forms and records

INTERPERSONAL/RELATING SKILLS

— Identify personal values/attitudes

— Apply information to life experiences

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Collect/record information

— Identify critical elements/issues

— Analyze/synthesize information

— Draw conclusions

- Devise a solution
- Transfer knowledge/training to new situations
- Develop an action plan

EMPLOYABILITY SKILLS

- Develop good work habits/attitudes
- Develop self confidence/esteem

SOCIAL STUDIES SKILLS

- Practice good work ethics

- In answering questions #3 and #4, students may want to work in a small group of students with the same learning style. Encourage them to exchange information about study changes they plan to make.
- Remind students that the purpose of the time schedule is not to have them adhere to a rigid schedule, but rather to examine how they actually spend time in order to determine if they are making the wisest use of their time. The result of this examination can help make them more efficient and productive.
- At the end of the week, ask students if they followed their time plan. They may want to share experiences in small groups. Each student can explain what part of the time plan was/was not successful. If something was not successful, the group can help decide what changes might be made.
- Remind students that learning to analyze what is best for them and then using self-discipline to follow through will be a valuable skill as they transfer it to their new profession.
- If students have difficulty with the creative thinking/problem solving skills, have them do some brainstorming or mind mapping. Ask: How else can this method be used?
- Remind students that it is learning the process that is important. The process then can be used over and over again throughout their lives.

- Develop a chart or handout about how this activity relates to the nursing process.

ASSIGNMENT SHEET 5

DEVELOP SUCCESSFUL LEARNING SKILLS

I

NAME ______________________________ SCORE ________

OBJECTIVE 18

Use research skills to identify resources on a health topic.

INTRODUCTION

Research may seem like a lot of work. But, if it is done properly, it is not hard. In this assignment, you will use references to find information about your topic. Nurses must be aware of what the general public is learning and is concerned about.

NOTE: In this assignment sheet you will find six possible references. In the next assignment sheet you will be required to read and take notes on two of them.

DIRECTIONS

Reading Comprehension Skills
- Gain factual information

Research and Reference Skills
- Select useful resources
- Locate resources
- Find materials in library (use cataloging systems, use classifying systems, etc.)
- Use computer data base

Functional Reading Skills
- Follow written instructions

Life Science Skills
- Investigate health issues (medical, ergonomic, nutrition, mental health)

1. Choose one of the following topics
   a. The importance of cholesterol restriction in the diet
   b. The importance of regular sleep for physical fitness
   c. The importance of medical care for pregnant women
   d. The effect of the aging population on the medical field
   e. The effect of parents' smoke on children in the home
2. Go to a public library and find one article on your topic in a *Reader's Guide to Periodic Literature*. If you go to a hospital or nursing program library, use the *Cumulative Index*. Write the magazine name, date of magazine issue, volume number, article author, article name, and page numbers.

   NOTE: Magazines are abbreviated in the listing. The full name is given in the front of the book, along with instructions for using and reading the volume.

   ____

   ____

   ____

Cognitive Activity Skills
- Collect/record information

Job Acquisition/ Development Skills
- Develop good work habits/attitudes
- Develop self confidence/esteem

Information Analysis Skills
- Collect/record data

Functional Social Studies Skills
- Analyze current events
- Analyze consumer issues
- Analyze social issues

3. Find one more article through a computer or microfiche search. Write the same information.

4. Find a library book on your topic in the card catalog. Write the name of the author, the name of the book, the city in which it was published, the name of the publisher, and the year of publication.

5. With the help of a librarian, find one reference you could use to find more information on the topic. Write the name of the reference and what it includes.

6. Using the reference in step 5, find one journal with information related to your topic. Write the same information you did for a magazine article.

7. Using the help of a librarian, find one government publication or abstract dealing with your topic. Write the same information you did for your book.

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 5

Skill development for: READING SKILLS
SCIENCE SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce the assignment by asking students if they are familiar with library research. Ask: When was the last time you did library research? Students may be surprised to find that with computer technology, library research is now extremely easy and fast.

- Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  — Gain factual information

  — Select useful resources

  — Locate resources

  — Find materials in library (use cataloging systems, use classifying systems, etc.)

  — Use computer data base

  — Follow written instructions

  SCIENCE SKILLS

  — Investigate health issues (medical, ergonomic, nutrition, mental health)

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  — Collect/record information

EMPLOYABILITY SKILLS

— Develop good work habits/attitudes

— Develop self confidence/esteem

SOCIAL STUDIES SKILLS

— Collect/record data

— Analyze current events

— Analyze consumer issues

— Analyze social issues

- Decide with class how much time students need to complete this assignment sheet.

- Tell students to use 3 by 5 note cards for each reference. Prepare samples to show them. They can use the information recorded on cards to fill in answers on the assignment sheets and thus avoid making mistakes.

- Ask students to give reactions to the library research assignment. Was it what they had expected? Did they discover material they were interested in reading? Was it easier than previous research they may have done? etc.

- If students have difficulty locating resources in the library, remind them to ask the librarian for help. If students haven't been to the library recently, suggest they go in pairs or groups.

- Schedule a field trip to a library and have the librarian familiarize students with the available references and the computer equipment.

ASSIGNMENT SHEET 6 — DEVELOP SUCCESSFUL LEARNING SKILLS

I

NAME ______________________________ SCORE ________

OBJECTIVE 19

Prepare a written report on a health topic.

INTRODUCTION

Use the references you found in Assignment Sheet 5 to write a short report.

NOTE: You will use report writing in documentation, in teaching patients, in evaluating equipment, and for many phases of your working and personal life.

DIRECTIONS

Reading Comprehension Skills
- Gain factual information
- Draw conclusions
- Make generalizations
- React to written material

Language Skills
- Use standard grammar, correct spelling, punctuation and capitalization
- State ideas clearly

Composition Skills
- Use complete sentences
- Develop preliminary outline
- Use topic sentences
- Use introductory/closing paragraphs
- Compose reports
- Proofread and edit

Functional Writing Skills
- Use word processing

1. Read the references you found in Assignment Sheet 5. Use SQ3R techniques.
2. List the key topics you want to cover in your report.
3. Write your report. It should be at least one handwritten page and no more than two double-spaced typewritten pages.
4. Reread your report. Check it for spelling and grammar. Make sure it includes everything you want it to.
5. Make corrections and hand in your report. Be sure your name is on your report.

SUGGESTED
EVALUATIVE CRITERIA

1. Language skills (grammar, spelling, capitalization, punctuation, complete sentences)	30 points
2. Composition skills (topic sentences, introductory paragraph)	15 points
3. Content	45 points
4. Neatness of report	10 points
TOTAL	100 points

Basic Skills (cont.)

Life Science Skills
- Investigate health issues (medical, ergonomic, nutrition, mental health)

Cognitive Activity Skills
- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions
- Create a finished product (written, oral, practical)

Job Acquisition/ Development Skills
- Develop good work habits/attitudes
- Develop self confidence/esteem

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 6

Skill development for:
READING SKILLS
WRITING SKILLS
SCIENCE SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by asking students if they discovered material they were interested in reading during the library research for Assignment Sheet 5. Perhaps they have already read something and would like to share it with the class.

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

- Gain factual information
- Draw conclusions
- Make generalizations
- React to written material

WRITING SKILLS

- Use standard grammar, correct spelling, punctuation, and capitalization
- State ideas clearly
- Use complete sentences
- Develop preliminary outline
- Use topic sentences
- Use introductory/closing paragraphs
- Compose reports

- Proofread and edit
- Use word processing

SCIENCE SKILLS

- Investigate health issues (medical, ergonomic, nutrition, mental health)

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions
- Create a finished product (written, oral, practical)

EMPLOYABILITY SKILLS

- Develop good work habits/attitudes
- Develop self-confidence/esteem

- Emphasize to the students that criteria for grading their written reports will include all of the following:
  1. Use of good language skills (grammar, spelling, capitalization, punctuation, complete sentences)
  2. Use of good composition skills (topic sentences and introductory paragraph)
  3. Content
  4. Neatness
- Decide with class how much time is needed to complete the assignment. The teacher may want to have students do some writing in class.

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- Remind students of the importance of the SQ3R technique. In addition to other benefits students should be aware of, the recitation can help focus their ideas for writing and help them state material in their own words.
- Remind students to summarize in their own words. Only very special material should be quoted directly. It should be in quotation marks. Prepare samples as examples.
- The key topics students list for #2 can become the main parts of an outline (Roman numerals I, II, III, etc.). Remind students to include a title.
- Review the parts of an outline and prepare samples to show the class.
- Check students' outlines before they begin writing. Suggest that the main parts of the outline become topic sentences of paragraphs.
- Remind students to use standard grammar, correct spelling, punctuation, and capitalization and to use complete sentences.
- Tell students to list the source of their information at the end of the report. They should include author, title, and publication facts. Review standard formats for bibliographic entries and prepare an example to show students.
- After students have written their rough drafts, let them work in small groups of about 3 students to proofread each other's papers.
- Encourage students to revise and improve reports as well as make mechanical corrections.
- Review report formats and prepare sample pages to show students what their reports should look like. Sometimes if students "see" what the page is supposed to look like, it's easier for them to understand about margins, etc.
- If students have difficulty with the creative thinking/problem solving skills, develop questions to effectively lead the students to draw conclusions. For the visual learners, write the answers to your questions on the chalk/white board or show on the overhead projector.

ASSIGNMENT ANSWERS

DEVELOP SUCCESSFUL LEARNING SKILLS

I

ASSIGNMENT SHEET 1	Check that form is completed and that the proper conclusion is drawn.
ASSIGNMENT SHEET 2	Check that form is completed and that changes are appropriate.
ASSIGNMENT SHEET 3	Check that the form is completed and key points are listed.
ASSIGNMENT SHEET 4	Check that form is completed and useful decisions are made.
ASSIGNMENT SHEET 5	Check that each resource fits the requirements.
ASSIGNMENT SHEET 6	Check report for basic writing skills and offer remedial help as needed.

JOB SHEET 1

DEVELOP SUCCESSFUL LEARNING SKILLS

OBJECTIVE 20 **Use a computer.**

EQUIPMENT AND SUPPLIES

- A computer
- A printer
- Word processing program
- A floppy disk (size will be determined by the computer you use)
- Your written report from Assignment Sheet 6 or other material to be typed
- Computer program manual

PROCEDURE

Functional Reading Skills
- Follow written instructions

Composition Skills
- Proofread and edit

Functional Writing Skills
- Use word processing

Cognitive Activity Skills
- Create a finished product (written, oral, practical)
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedures
- Develop good work habits/attitudes
- Develop self confidence/esteem

NOTE: This job sheet should be completed with an instructor's help. For all steps in this job sheet, refer to the computer manual or your instructor for detailed instruction. Procedures may vary among computer and software options.

1. Turn on the computer.
2. Format your floppy disk.
3. Load the word processing program. Complete directions will be in the computer manual or in the software manual.
4. Type your report on the computer.
5. If a spell check program is available on your computer, check your report and correct spelling errors.
6. Save your report. Name it (your first name). NC1.

   EXAMPLE: JOANNE.NC1
7. Print your report.
8. Turn in your disk and your report to the instructor.
9. Have your instructor check your work.
10. Put away materials and clean the work area.

SUGGESTED EVALUATIVE CRITERIA

1. Typographical accuracy	30 points
2. Spelling	15 points
3. Format	45 points
4. Neatness	10 points
TOTAL	100 points

DEVELOP SUCCESSFUL LEARNING SKILLS

INSTRUCTIONAL SUPPLEMENT FOR JOB SHEET 1

Skill development for:
READING SKILLS
WRITING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by asking students how many of them are familiar with a typewriter or computer keyboard. For those who are not, this assignment will help familiarize them with a keyboard.

- Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  - Follow written instructions

  WRITING SKILLS

  - Proofread and edit
  - Use word processing

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  - Create a finished product (written, oral, practical)
  - Transfer knowledge/training to new situations

  EMPLOYABILITY SKILLS

  - Master specific job task/procedure
  - Develop good work habits/attitudes
  - Develop self-confidence/esteem

- Students who are unfamiliar with a keyboard may want to type a short report of less than a page. They could make a summary of the report they wrote for Assignment Sheet 6 rather than type the original.

- After students have their first print out, tell them to proofread, even if the program they used has a spelling check. They may also want to work with a partner and proofread each other's papers.

- The teacher may ask students to make handwritten revisions on the original print out or call up the document on the computer and make revisions on the computer.

- If some students are competent on the keyboard and familiar with computers, the teacher may want them to assist students who need help.

- If students have trouble using the computer and become discouraged or if they seem intimidated by the computer, remind them that learning to use the computer is just another nursing skill they need to master. It's just like taking vital signs or giving a shot—it's an occupational skill.

PRACTICAL TEST 1

DEVELOP SUCCESSFUL LEARNING SKILLS

I

JOB SHEET 1

Use a computer.

Student's Name ______________________ Date ____________

Evaluator's Name ______________________ Attempt No. ______

INSTRUCTIONS

When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Turned the computer on.	_____	_____
2. Formatted a floppy disk.	_____	_____
3. Loaded word processing program.	_____	_____
4. Entered the report.	_____	_____
5. Spell-checked the report.	_____	_____
6. Saved the report.	_____	_____
7. Printed the report.	_____	_____
8. Turned in the disk and report.	_____	_____
9. Referred to the computer manual.	_____	_____
10. Asked the instructor for information and help as needed.	_____	_____
11. Used proper tools correctly.	_____	_____

EVALUATORS COMMENTS

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PRODUCT EVALUATION

(EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another product must be submitted for evaluation.)

CRITERIA

	4	3	2	1
Printed completed document without spelling errors.				

EVALUATORS COMMENTS

PERFORMANCE EVALUATION KEY

4 -	Skilled — Can perform job with no additional training.
3 -	Moderately skilled — Has performed job during training program; limited additional training may be required.
2 -	Limited skill — Has performed job during training program; additional training is required to develop skill.
1 -	Unskilled — Is familiar with process, but is unable to perform job.

AVERAGE RATING

(EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.)

WRITTEN TEST

DEVELOP SUCCESSFUL LEARNING SKILLS

I

NAME ________________________________ SCORE ________

OBJECTIVE 1

Match terms associated with successful learning skills to their definitions. Write the correct letters in the blanks.

______1. A list of what will be covered during a course of study

______2. Dealing with the sense of touch

______3. Dealing with what is heard

______4. A planned method for studying reading material

______5. The type of sense being used

______6. Dealing with what is seen

______7. The point on a computer screen where new information will appear

______8. Preparing the disk to receive information

a. Auditory

b. Cursor

c. Formatting

d. Kinesthetic

e. Monitor

f. Perceptual

g. Reading system

h. Sensory modality

i. Schedule

j. Sensory perception

k. Syllabus

l. Visual

OBJECTIVE 2

Distinguish among characteristics of visual, auditory, and kinesthetic learning styles. Write a "V" in the blanks before statements about visual learning, an "A" in the blanks before statements about auditory learning, and a "K" in the blanks before statements about kinesthetic learning.

______1. Most people receive and process information best this way.

______2. These people learn best by hearing.

______3. Reading, watching, or other activities where sight is used work best for these learners.

______4. These people learn best through feeling.

______5. You may hear these people say things like "I see what you mean" or "I get the picture."

______6. You may hear them say things like "I hear what you're saying" or "I heard that."

______7. An example is memorizing a list of four things, and touching one finger as you recall each one.

______8. Tape recorders are valuable tools for these learners.

______9. These people may construct pictures in their minds and associate concepts to different parts of the picture.

_____10. They might construct sentences or songs about what they are studying.

_____11. Typists who feel it when they hit a wrong key, are using this sense.

_____12. Drawing charts and diagrams will help these learners.

OBJECTIVE 3

Complete statements about techniques for improving learning. Write the correct word or words in the blank.

Before class

1. Have assignments ________ ____ ________.
2. Before class, briefly review __________ from the previous class and assignments.

During class

3. ____________ all classes.
4. Concentrate on _________________.

After class

5. ____________ and ______________ your notes as soon as possible.

6. Form or join a __________ __________.

OBJECTIVE 4 **List five different types of reference materials.**

1. ____
2. ____
3. ____
4. ____
5. ____

OBJECTIVE 5 **Select from a list guidelines for using a textbook.** Write an "X" in the blank before each effective way to use a textbook.

______1. Using charts and study aids is cheating.

______2. Try to match up what the text says and what is presented in class.

______3. Remember that you are reading to gain knowledge.

______4. If the text is too difficult, try to find a book that is easier to understand.

______5. Read the textbook assignment completely before pausing.

______6. Concentrate only on the words in your textbook; the pictures are just there for looks.

______7. Remember that the textbook and the class are separate and may not say the same thing.

______8. If something in the textbook confuses you, ask your instructor about it.

______9. Read and try to understand everything in the book: charts, illustration notes, study helps, etc.

_____10. Get a tutor if you need one.

OBJECTIVE 6

Arrange in order steps in the SQ3R reading system. Write a "1" in the blank before the first step, a "2" in the blank before the second, and so on.

______1. Question

______2. Read

______3. Recite

______4. Review

______5. Survey

OBJECTIVE 7

Discuss techniques to develop successful study habits. List three study habits and discuss why they are important.

OBJECTIVE 8

Match examples of memory techniques to their names. Write the correct letters in the blanks.

______1. "Femur, Tibia, Fibia. Femur, Tibia, Fibia. Femur, Tibia, Fibia."

______2. "I'll study this subject every day from 7:30 to 8:30."

______3. Using the information in your notes to draw a cell and label the parts.

______4. "The important thing here is that not much is known about the sense of smell."

______5. "Columbus sailed the ocean blue in fourteen hundred, ninety-two"

______6. "In music, the sharps are Fat Charlie Gets Drunk At Every Bar"

______7. "Let me think. Okay. I'm walking through the bedroom into the hallway. Then to the living room. There's the sofa and lying on it is a telephone. Oh yeah, I need to pay the phone bill."

______8. "I connected a picture to this. It was a car. A car with a traffic cop. The car was on a bone. That's it. A car on a bone with an eight and a lime directing traffic. Car bone eight of lime. Carbonate of lime."

a. Acronyms

b. Loci method

c. Organize material

d. Repetition

e. Rhymes

f. Schedule study times

g. Study meaningful phrases

h. Visualization

i. Word association

j. Word count

OBJECTIVE 9

Describe the difference between written tests and practice tests.

OBJECTIVE 10

Select the word or phrase that completes statements about preparing for a test. Write the correct letters in the blanks.

______1. Weekly reviews should cover ______.

- a. assigned reading and lecture notes
- b. assigned reading, lecture notes, and practice questions
- c. practice questions only
- d. lecture notes only

______2. Weekly review sessions should last at least ______.

- a. one hour
- b. two hours
- c. three hours
- d. four or more hours

______3. Two useful study tools are ______.

a. checklists and flash cards
b. checklists and cramming
c. cramming and flash cards
d. notes and cramming

______4. You should pay extra attention to ______.

a. only what your instructor says will be on the test
b. things drawn on a bulletin board or on a separate handout.
c. the first sentence of each paragraph in the unit
d. vocabulary terms

______5. Rest, exercise, and balanced diet ______.

a. have little effect on test performance
b. must be balanced with study
c. are more important than studying
d. are extra important when studying for a test

OBJECTIVE 11

Select from a list true statements about taking a test. Write an "X" in the blank before each correct statement.

______1. Do the hardest part of the test first.

______2. Don't pay attention to the clock; concentrate on the test only.

______3. Read the questions carefully and answer those you are sure of first.

______4. If you know one part of the test will be easiest, do it first.

______5. After you answer a question, do not go back to that question for any reason.

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OBJECTIVE 12

Discuss techniques for answering different types of test questions. Write a short answer in the blanks.

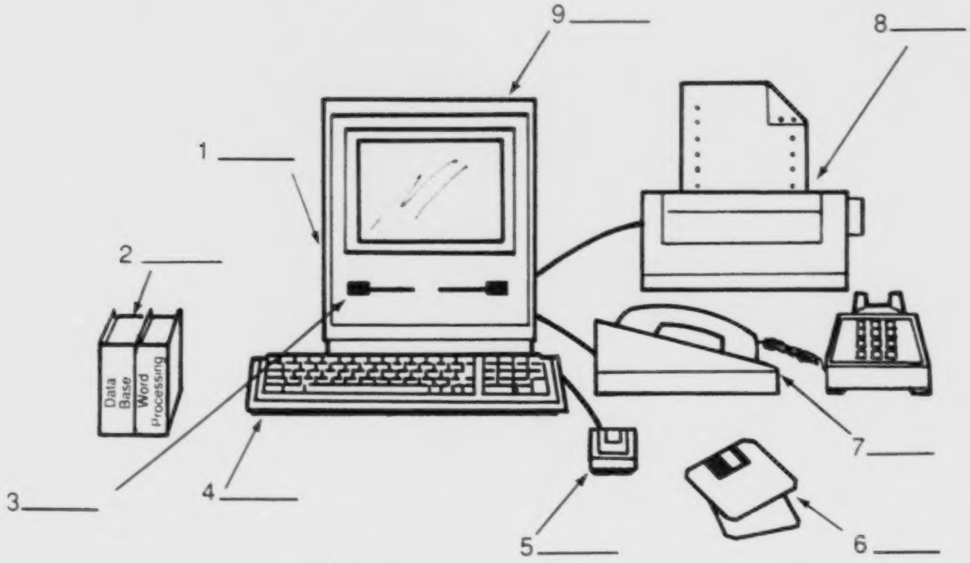
1. If the short answer question begins with "He is remembered for his work as an ______," is the correct answer probably 'engineer' or 'naval captain'? Explain your choice.

2. In a true/false test, if part of the statement is false, what do you know about the whole statement?

3. Before answering a question, what should you always ask yourself?

OBJECTIVE 13 **Identify the parts of a computer.** Write the correct letters in the blanks.

a. CPU
b. Disk drives
c. Floppy disks
d. Keyboard
e. Modem
f. Monitor
g. Mouse
h. Printer
i. Software


9 ____
8 ____
1 ____
2 ____
Data Base
Word Processing
3 ____
4 ____
5 ____
6 ____
7 ____

NOTICE The following assignment sheets and job sheets are not part of the Written Test. If these activities have not been completed, check with your instructor.

OBJECTIVE 14	**Complete a learning style inventory.**	SCORE ______
OBJECTIVE 15	**Use learning styles inventory information.**	SCORE ______
OBJECTIVE 16	**Use a reading system to complete a reading assignment.**	SCORE ______
OBJECTIVE 17	**Develop a personal study plan.**	SCORE ______
OBJECTIVE 18	**Use research skills to identify resources on a health topic.**	SCORE ______
OBJECTIVE 19	**Prepare a written report on a health topic.**	SCORE ______
OBJECTIVE 20	**Demonstrate the ability to use a computer.**	RATING ______

WRITTEN TEST ANSWERS

DEVELOP SUCCESSFUL LEARNING SKILLS

I

OBJECTIVE 1

1. k
2. d
3. a
4. g
5. h
6. l
7. b
8. c

OBJECTIVE 2

1. V
2. A
3. V
4. K
5. V
6. A
7. K
8. A
9. V
10. A
11. K
12. V

OBJECTIVE 3

1. done on time
2. notes
3. Attend
4. listening
5. Review
   rewrite
6. study group

OBJECTIVE 4

Answers should include any five of the following:

- Periodicals
- Books
- References
- Journals
- Abstracts and government documents

OBJECTIVE 5

2, 3, 4, 8, 9, 10

OBJECTIVE 6

1. 2
2. 3
3. 4
4. 5
5. 1

OBJECTIVE 7

Discussion should include:

- **Schedule study time**.
  - Most students have many demands on their time.
  - Setting a regular study time will help students have enough time for reading, review, and project work.
- **Avoid cramming**.
  - Research has proven cramming doesn't work.
  - We learn in layers, connecting what we learn today to what we already know. Cramming doesn't allow for those connections.
- **Find a place where you can concentrate**.
  - Most people can't study when they are distracted.
  - Students must find a setting that will work for them, their schedule, and their setting.
- **Be comfortable**.
  - Wear comfortable clothes.
  - Have everything needed ready and available.
- **Reward yourself for studying**.
  - The student should brag a little, and let his or her family reward him or her, too.
  - Different rewards, such as taking a walk, a bubble bath, or eating a piece of fruit are good rewards.
  - Don't take the reward until **after** your studying is finished.
- **Keep up—or even ahead.**
  - When you get behind you have twice as much work to do.
  - If you stay even, you're safe.
  - If you get ahead, you have less work to do, and will already be familiar with what your instructor presents.
- **Study one subject at a time.**
  - Just like any other distraction, too many subjects at one time get jumbled.
  - If you must study more than one subject in a setting, take a short break between subjects.

- **Give yourself a break.**
  - Stop for a few minutes every hour.

- **Avoid chemicals.**
  - Even coffee or tobacco affect your ability to remember what you read.
  - Tests show that a student drinking coffee while studying may remember more at the time, but will remember less when the stimulation of the coffee wears off.

OBJECTIVE 8

1. d
2. f
3. c
4. g
5. e
6. a
7. b
8. h

OBJECTIVE 9

Answers should include at least three of the following points:

Practice Test

- A practice test is used to evaluate what each student knows and what information still needs to be acquired.
- A practice test is a good study aid for a written test.

Written Test

- A written test is used to assess the degree to which the student has mastered the materials covered in the course of study.
- A written test will be used to determine a final grade; a practice test may or may not.

OBJECTIVE 10

1. b
2. a
3. a
4. b
5. b

OBJECTIVE 11

3, 4

OBJECTIVE 12

Answer must include any two of the following for each type of test question:

1. Engineer, because "an" comes before a word beginning with a vowel.

2. It is false.

3. "What is the question really asking?"

OBJECTIVE 13

1. a. CPU
2. i. software
3. b. disk drives
4. d. keyboard
5. g. mouse
6. c. floppy disks
7. e. modem
8. h. printer
9. f. monitor

OBJECTIVE 14

Refer to answers to Assignment Sheet 1.

OBJECTIVE 15

Refer to answers to Assignment Sheet 2.

OBJECTIVE 16

Refer to answers to Assignment Sheet 3.

OBJECTIVE 17

Refer to answers to Assignment Sheet 4.

OBJECTIVE 18

Refer to answers to Assignment Sheet 5.

OBJECTIVE 19

Refer to answers to Assignment Sheet 6.

OBJECTIVE 20

Refer to Practical Test for Job Sheet 1.

OBJECTIVE SHEET

DEVELOP A POSITIVE SELF-CONCEPT

II

INTRODUCTION

We've all thought it before: "This has been the worst day of my life." But our ability to deal with those feelings, and most other feelings, depends on our view of ourselves. It all begins with us. Most of us have hurts and hopes from our childhood that helped shape how we feel about ourselves. As adults, and as employees, we must learn to deal with our feelings about ourselves positively. After all, we're all nice people.

UNIT OBJECTIVES

After completing this unit the student should be familiar with self-concept, its importance, and ways to strengthen positive self-concept. The student will demonstrate these competencies by completing assignment sheets and the written test with a minimum of 85% accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with developing a positive self-concept to their correct definitions.
2. Define self-concept.
3. List steps to enhance self-concept.
4. Select from a list characteristics of a person with a positive self-concept.
5. Complete statements about barriers to a positive self-concept.
6. Select from a list true statements about the use of positive affirmations and visualization.
7. State reasons for self-acceptance.
8. Select the words or phrases that complete true statements about value clarification.
9. Complete a personal profile. (Assignment Sheet 1)
10. Monitor self-talk. (Assignment Sheet 2)

11. Develop a plan for improving self-concept. (Assignment Sheet 3)

12. Clarify personal values. (Assignment Sheet 4)

SUGGESTED ACTIVITIES

DEVELOP A POSITIVE SELF-CONCEPT

II

PREPARATION

- Review the unit and plan your presentation.
- Study the specific objectives to determine those you will cover in your presentation. Decide also which objectives should be taught to which students.
- Determine scope and sequence of objectives that you add. Design and develop support materials including evaluation techniques, for additional objectives.
- Review teaching suggestions and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement unit.
- Invite a variety of professionals to discuss aspects of developing a positive self-concept. These might include:
    - A specialist to discuss diseases and disorders of the immune system and how self-concept relates to them.
    - A psychologist or counselor to discuss the importance of and methods of building and maintaining a positive self-concept.
    - Job recruitment or hospital administrator to discuss self-concept and job hunting.

    NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet and any other components you want them to cover. Confirm the scheduled appearance 2-3 days prior to the presentation.
- Use Activity Sheet 5 (Super-Duper Name Tag) as an ice breaker.
- Decorate a bulletin board with information pertaining to this unit.

- Devise games and/or crossword puzzles to reinforce terms or groupings.
- **HOSA** Integration
    - Assist students in conducting a chapter service project on developing a positive self-concept.
    - Develop objectives for a service project and identify a theme.
    - Create a poster according to Extemporaneous Health Display rules and display them in highly visible areas.
    - Plan a community or school health project that involves disseminating pamphlets about developing a positive self-concept.

DELIVERY

- Discuss unit objectives.
- Use the activity sheets included in this unit when they are appropriate. Encourage students to complete unassigned activity sheets.
- Assign Activity Sheet 5 approximately one week before beginning Unit 3.

Objectives 1 and 2

- Have students complete Assignment Sheet 1 and Activity Sheets 1 - 5.
- Discuss the differences between the three parts of self.
- Have students brainstorm on what contributes to our self-concept.
- Use Transparency Master 1 and Transparency Master 2 to illustrate unit information.
- Have students list the people whose self-concepts are affected by what the student says to them. Lists should include children, spouses, friends, teachers, etc. Have students choose one person on their list and monitor the type of reenforcement they are giving that person.

Objective 3

- Use Transparency Master 3, Transparency Master 4, and Transparency Master 5 and Supplement 1 to illustrate unit information.
- Divide the class into groups and ask each group to choose one step. Ask them to brainstorm why that step is important and strategies that could be used to take it.
- Explain the concept of self-talk and why it is so important.
- Have students complete Assignment Sheet 2.

Objective 4

- Have students discuss why each of these are affected by self-concept.
- Have students list characteristics of people with low self-concepts.

Objective 5

- Have students suggest other barriers to a positive self-concept.
- Many of your students will be filling many roles: spouse, parent, child, employee, student. Others will be going through major changes in their lives. Have them discuss how these affect their self-concepts.
- Have students discuss the role of media in the formation of their self-concepts.

Objective 6

- Have students complete Assignment Sheet 3.
- Students may be skeptical about the use of these techniques. Invite a counselor or other professional to discuss their benefits and uses.
- Invite a yoga instructor to lead students through a meditation and stretching session.

- Ask students to choose one of the techniques and practice it for a week, then retake one of the profiles already taken. Compare them for improvements in self-concept.

Objective 7

- Use Transparency Master 6.

- Have students role play various people, first with a positive self-concept, then with a negative. Characters should include a child, a mother, a doctor, the President of the United States, a teenager, a teacher, and a waitress.

- Invite a counselor to discuss the importance of a positive self-concept in relationships.

- Invite a job recruitment or hospital administration representative to discuss the relationship between positive self-concept and successful job-hunting.

- Have students play sex-role games from *Games Trainers Play*.

Objective 8

- Have students complete Activity Sheet 8 and Assignment Sheet 4.

- Have students list things people claim as values, but fail to act on. Include people who claim to care about the environment, but don't recycle; those who claim honesty is important, but cheat on their income taxes; and those who say they believe in equality, but have no minority friends.

- Have students bring examples of conflicting values in the newspapers to class.

- Set up a walking continuum on values commitment. Mark positions on the floor for "strongly agree," "agree," "neutral," "disagree," and "strongly disagree." Read value statements and have students move to the station that reflects their positions.

- Play a Scruples-type game in class.

- Read and discuss questions from *The Book of Questions* by Gregory Stock, published by Workman Publishing, New York.

APPLICATION

- Discuss grading procedures in this unit. Stress that the focus here is on internal growth.
- If students are disturbed by what they find, refer them to local resources trained to provide counseling.

Objective 9

- Discuss personal profiles and have students complete Assignment Sheet 1.

Objective 10

- Discuss self-talk and have students complete Assignment Sheet 2.

Objective 11

- Discuss making plans for improving self-concept.
- Have students complete Assignment Sheet 3.

Objective 12

- Discuss personal values and have students complete Assignment Sheet 4.

EVALUATION

Pretest

- Pretest qualifying students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.

- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Self-Fulfilling Prophecy.* Available from Thompson, Mitchell, and Associates, 2996 Grandview Avenue Northwest, Atlanta, Georgia, 30305.
- *What You Are Is What You Were When.* Color, 90 minute, 16 mm., Magnetic Video Library. Video cassette tape available from Magnetic Video Library, 23705 Industrial Park Drive, Farmington Hills, Michigan, 48024.
- *You Pack Your Own Chute.* Color, 30 minute, Ramic Productions, 1972. Available from Ramic Productions, 4910 Birch, Newport Beach, California, 92660.
- *Values Clarification.* Concept Media, PO Box 19542, Irvine, California, 92713.

NOTE: The following *Self Esteem* videos are available to Oklahoma teachers on a free-loan basis from the Resource Center, Oklahoma Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-State teachers may contact another distributor or RMI Media Productions, Inc., 120 W. 72nd St., Kansas City, MO 64114, 800-821-5480.

- *Self Esteem: My Awareness.* 1/2" VHS, 40 min., 1988. Includes characteristics of healthy esteem, exploration of statistical, physical, emotional, abilities awareness, effects of others on personal esteem and benefits of focusing on strengths. Student workshop format with frequent study questions. Order No. V252.

- *Self Esteem: My Expectations.* 1/2" VHS, 30 min., 1988. Includes effects of realistic expectations, need for preparation, conflict between own expectations and other people's expectations of us, illustrations of the power of expectations, effects of optimism, and changing "problems" to "challenges." Also in workshop format. Order No. V253.

- *Self Esteem: Self-Talk.* 1/2" VHS, 30 min., 1988. Includes definition, origin, examples, recognition of personal self-talk, effect on self-esteem, making choices to change negative to positive, and guidelines for developing self-talk. In student workshop format. Order No. V254.

- *Self Esteem: Goal Setting.* 1/2" VHS, 40 min., 1988. Includes importance of goal setting, detailed step-by-step plan for setting goals. Has examples from "Goal Setters": NASA teacher in space, university financial officer, educator/business owner, high school students. Workshop format. Order No. V255.

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INFORMATION SHEET

DEVELOP A POSITIVE SELF-CONCEPT *II*

OBJECTIVE 1

Match terms associated with developing a positive self-concept to their correct definitions.

- **Acceptance** — Caring for something even though you know it is not perfect
- **Reinforcement** — Things said or done that support a message

  NOTE: Positive reinforcement supports positive messages; negative reinforcement supports negative messages.

  EXAMPLES: "I'm too fat." (negative reinforcement) "That really looks nice!" (positive reinforcement)
- **Self-esteem** — Our belief of our own worth
- **Self-talk** — The things we say or think about ourselves

OBJECTIVE 2

Define self-concept.

Self-concept is what kind of person you think you are. It is affected by your past experiences and the way you are treated by the people around you.

There are three sides of self:

- The person you think you are
- The person you are
- The person others think you are

OBJECTIVE 3

List steps to enhance our self-concept.

- Change faulty thinking.
    - Listen to what you say to yourself. When you hear something negative, write it down. Then write down the same idea more realistically.

      EXAMPLE: Instead of "I'm too fat," write "I need to lose some weight, but I'm still an attractive person."

      NOTE: Faulty thinking can be the result of dysfunctional living, alcoholism, compulsive overeating, and other disorders or problems. Counseling, support groups, and reading self-help books can help change faulty thinking.
- Practice self-acceptance.
    - Give your feelings names. Face them honestly. This will help you gain control of your feelings.

      NOTE: Anger is a secondary feeling. That means if you feel angry, another feeling came first. That feeling is what needs to be taken care of.

      EXAMPLE: "I am feeling lonely. When Judy didn't show up for our coffee break, I was angry because it made me feel more lonely (and less likable?)."
- Build a better body image.
    - "When you look good, you feel good and when you feel good, you do good." It's true.
    - Do things that feel good: bubble baths, dancing, perfume, a new haircut.
- Get busy.
- Give yourself feel-good rewards.

- Give yourself pep talks.
  - Write good things about yourself on 3 x 5 cards. List talents, things you've done for others, accomplishments, etc. Everyday take them out and read them. Keep them with you for when you need a boost.
- Envision future successes.
- Receive compliments graciously - and give them generously.

OBJECTIVE 4 **Select from a list characteristics of a person with a positive self-concept.**

- Promotes healthful habits and avoids destructive ones
- Compliments and supports others
- Asks for help when needed
- Feels personal worth
- Is confident of personal possibilities and potentials

  NOTE: A person with a positive self-concept knows that he or she has the basic life skills to adapt and change as circumstances change.

- Recognizes and accepts strengths and weaknesses in self and others
- Forms positive image of self
- Explores options to make wise decisions
- Is assertive enough to stand up for personal beliefs without being aggressive

OBJECTIVE 5 **Complete statements about barriers to a positive self-concept.**

- **Taking self for granted and giving too little time to self.** Sometimes people take themselves for granted and give too little time to self.

NOTE: Many people don't feel they have time to get to know themselves. Others don't feel they have time to pamper themselves.

- **Minimizing accomplishments.** People who are taught not to brag may minimize their accomplishments.

  NOTE: As children, many of us were taught not to brag. But letting ourselves feel good about who we are or what we have done is not bragging. In the words of the great baseball player, Yogi Berra, "It ain't bragging if it's true."

- **Believing others can do what we cannot.** We often concentrate on what others have or do rather than concentrating on having or doing what we want.
- **Negative self-reinforcement.** We all talk to ourselves internally. Since self-concept is always changing, saying negative things to ourselves will hurt us.

OBJECTIVE 6

Select from a list true statements about the use of positive affirmations and visualization.

Attitudes and self-concept can be changed. Two methods of changing them are positive affirmation and visualization. Both are based on accepting that what you want to happen has happened.

Positive affirmation

Determine what you want or what you want to accomplish and assume you already have it. Write a description of yourself with it.

It is important to include details. Affirmations need people's names, brand names, places, sizes, colors, etc. When you are relaxed, read or repeat your affirmation.

EXAMPLE: "At 9:00 tonight, I will have finished my homework, played cars with my son, and I'll be ready to take a long, hot, bath."

Affirmations are not limited to possessions. They can be used to work on improving attitudes, relationships, or progress toward goals.

Visualization

Visualization is similar to daydreaming. The sensory feelings of accomplishment are imagined. Visualization works best when as many senses as possible are imagined. You can use visualization to relax in tense situations. One common relaxation technique is to see yourself on a beach with the waves lapping on the shore and the wind gently blowing. Another is that you are floating with the clouds.

EXAMPLE: Students wanting to succeed in school might visualize themselves giving an oral report. They could imagine a neat, confident appearance, and perhaps the sound of their voices, the feel of their posture.

OBJECTIVE 7

State reasons for self-acceptance.

- Self-acceptance makes it easier to deal with your feelings.
- Self-improvement is easier with self-acceptance.
- It is easier to listen to and respect others when we are more accepting of ourselves.
- People cannot accept us until we accept ourselves.

OBJECTIVE 8

Select the words or phrases that complete true statements about value clarification.

- A value is a belief of worth.

  EXAMPLES: Some people prefer a casual stress-free lifestyle, while others value professional advancement and financial gain.

- Our values are demonstrated by our actions. They are not what we say we believe is right; they are what we act upon as right.

  EXAMPLE: We may believe that saving money is a good thing, but it is not a value unless we actually do it.

- Our values are always changing.
- If we change our actions without changing what we think, we will cause confusion and problems for ourselves and those around us.
- Values clarification is the process of reviewing how we behave and what we really believe.

MASLOW'S HIERARCHY OF NEEDS

Why do you work? For money? For glory? For self-satisfaction? The question of motivation is important to business, and always has been. By knowing what employees want from work, employers can encourage workers to perform well. Good performance can be rewarded with more of what workers want; poor performance can be discouraged by limiting it.

Most people assume that all employees want is money. Many people still do. But Maslow's research indicated otherwise. According to Maslow, there is not a single motivation or need. Instead, we have a hierarchy of needs.

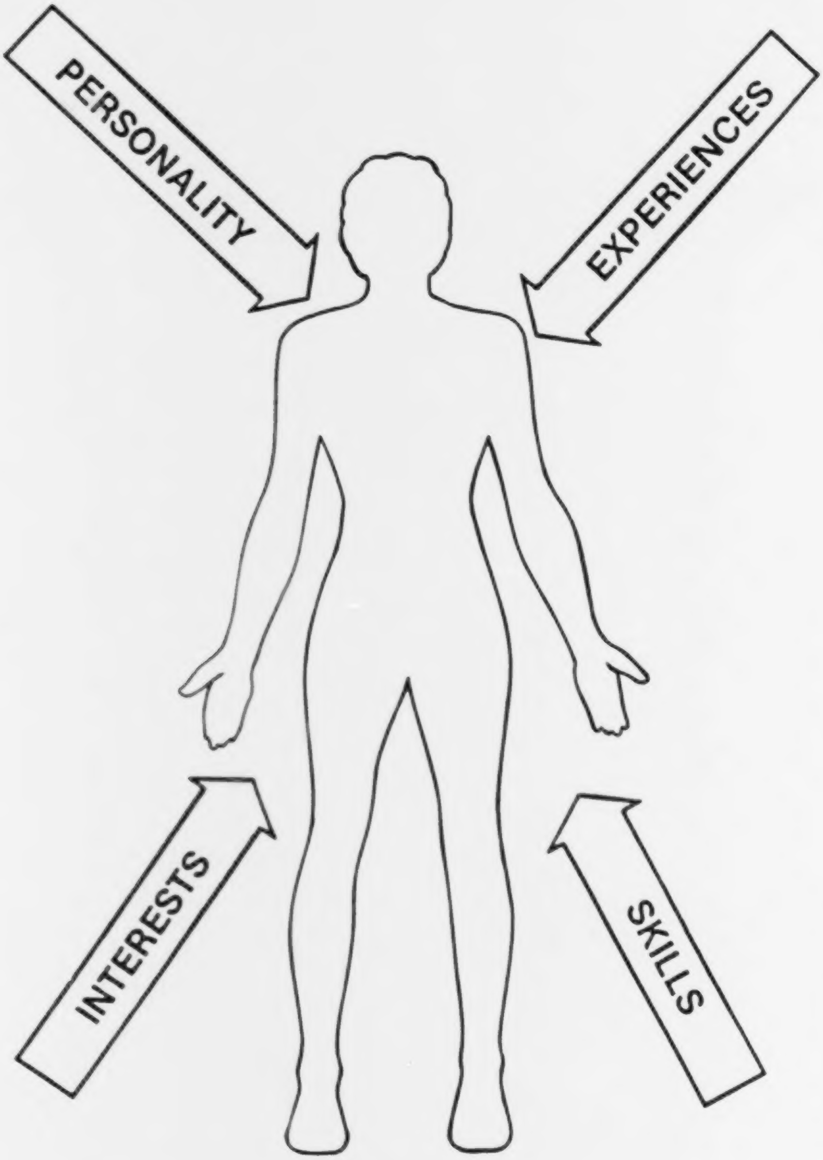
This means, simply, that we all share basic needs that must be met. As basic needs are met, our needs change to more advanced levels.

His hierarchy lists basic physiological needs as our primary need. Food, shelter, clothing, sleep, air, sex, and other survival needs must be met first. These are the minimum human needs.

If these are met, safety and security become the primary needs. As long as basic needs are met, the safety and security remain our most immediate need. If survival is threatened, safety becomes less important.

If safety needs are met, social acceptance and belonging become the most immediate need. Later levels are self-esteem and self-respect, and finally what Maslow calls "self-realization," knowing our potentials and having the experience and confidence to direct our own lives and fulfill those potentials.

What Determines "Self"

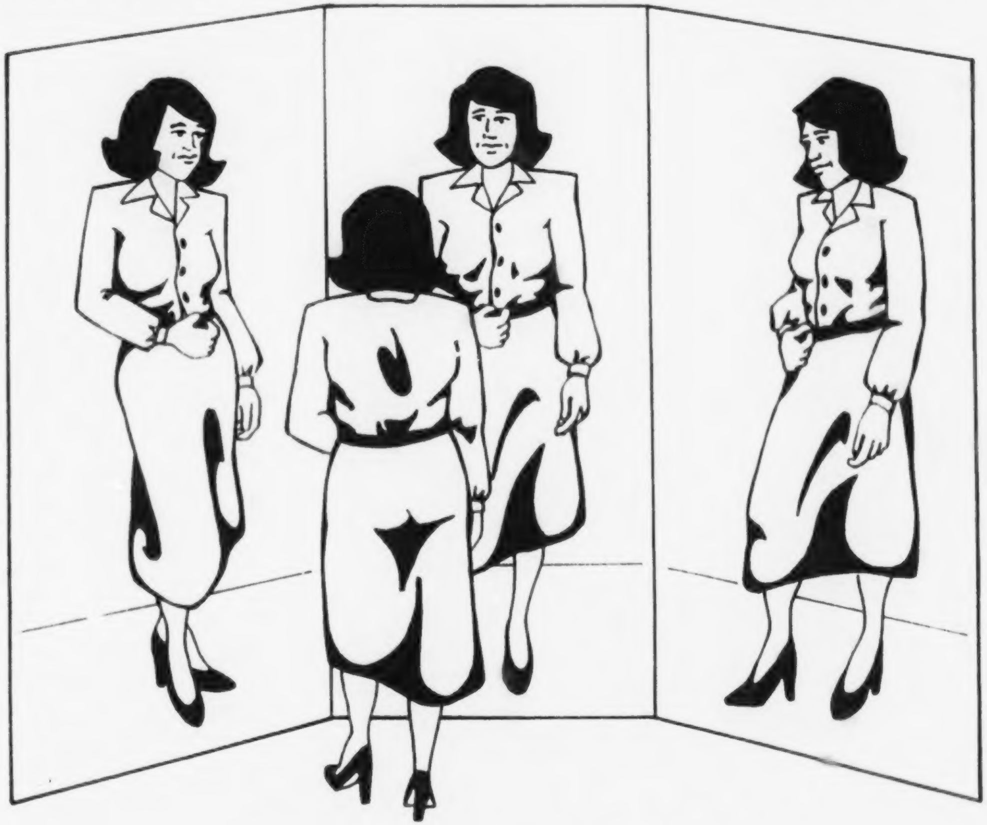

PERSONALITY
EXPERIENCES
INTERESTS
SKILLS

Three Sides of Self

The Person You Think You Are

The Person You Are

The Person Others Think You Are



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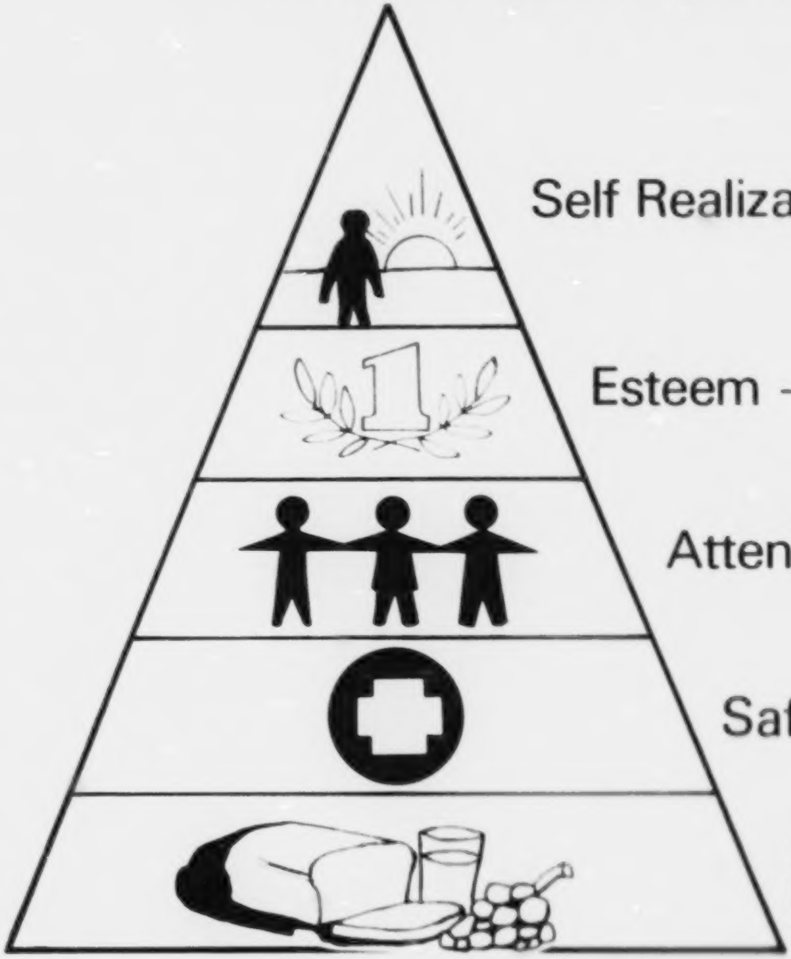
TM 2

Maslow's Hierarchy of Basic Needs



Self Realization

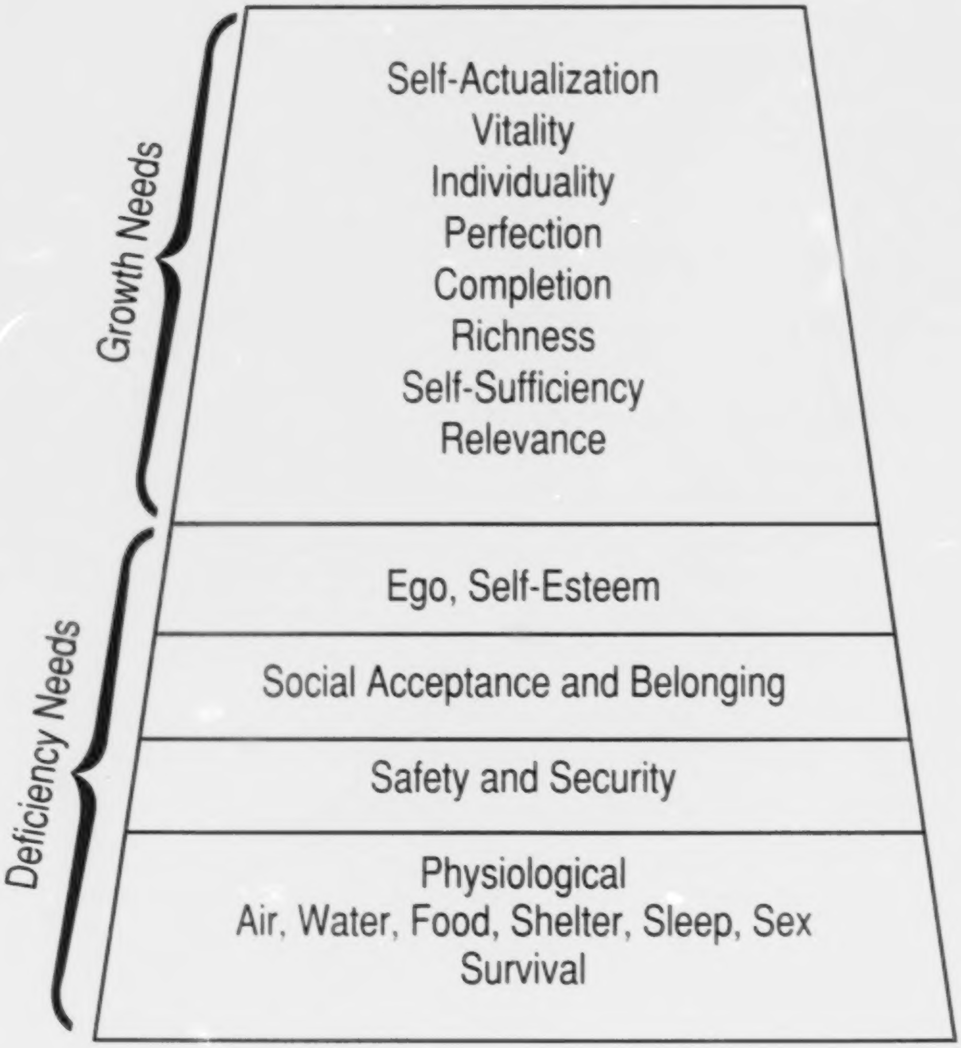
Esteem - Self Respect

Attention - Social Activity

Safety

Basic
Physiological Needs

Maslow's Hierarchy of Needs



Growth Needs

Self-Actualization
Vitality
Individuality
Perfection
Completion
Richness
Self-Sufficiency
Relevance

Deficiency Needs

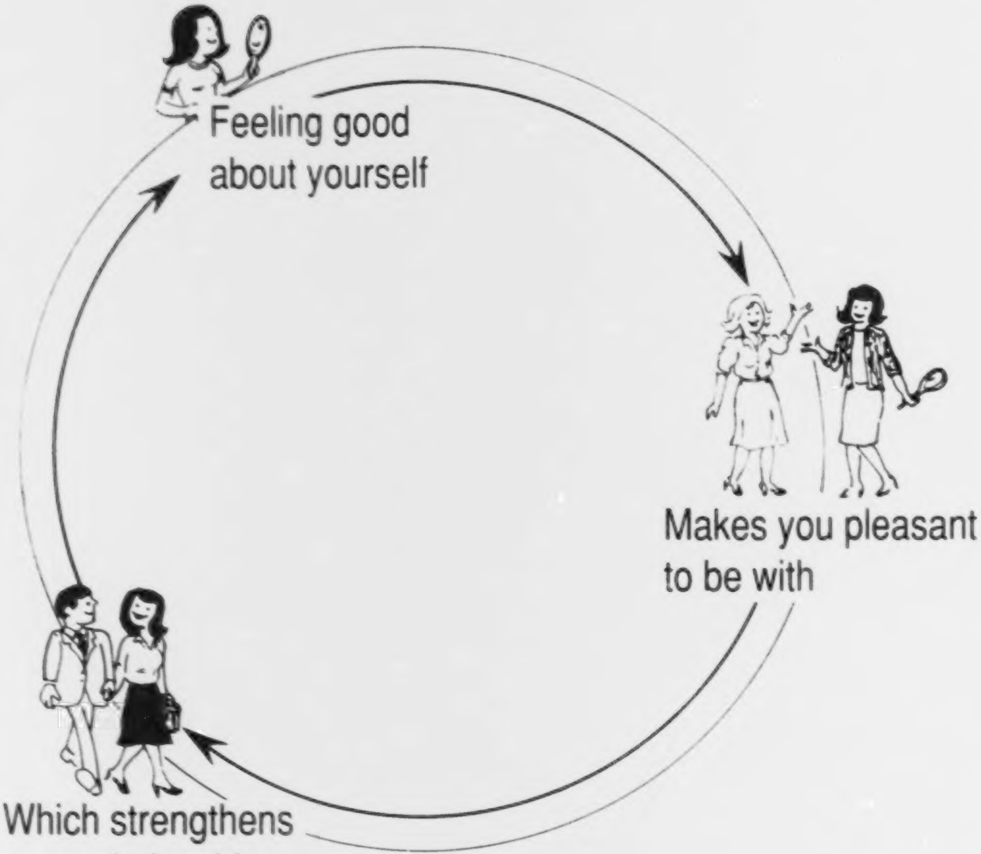
Ego, Self-Esteem

Social Acceptance and Belonging

Safety and Security

Physiological
Air, Water, Food, Shelter, Sleep, Sex
Survival

You Are How You ~~Dress~~ FEEL



Feeling good about yourself

Makes you pleasant to be with

Which strengthens your relationships and leads to

Self-Image

"THE STARTING POINT FOR HEALTH, HAPPINESS, AND SUCCESS IS A HEALTHY SELF-IMAGE."

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ACTIVITY SHEET 1

DEVELOP A POSITIVE SELF-CONCEPT

II

Reading Comprehension Skills
- Draw conclusions
- React to written material

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

General Relating Skills
- Identify personal values/attitudes

Cognitive Activity Skills
- Identify critical elements/issues
- Analyze/synthesize information
- Identify/analyze underlying assumptions
- Draw conclusions
- Apply intuitive thinking techniques (brainstorming, lateral thinking, divergent thinking, etc.)
- Evaluate results/outcomes

DISCOVER YOURSELF

Below you will find 75 personality traits. Try to select the 20 traits that describe you best and circle them.

sincere
suspicious
cooperative
cheerful
crafty
ethical
persuasive
studious
perceptive
punctual
shy
diligent
prideful
candid
reliable
orderly
kind
reasonable

pessimistic
patient
neat
honest
naive
sloppy
nervous
skeptical
efficient
prejudiced
respectful
imaginative
optimistic
courageous
tactful
energetic
wholesome
generous

open-minded
tense
logical
methodical
sly
grouchy
understanding
truthful
resourceful
short-tempered
compulsive
impolite
idealistic
warm
dependable
good-humored
unselfish
boastful

vain
sociable
scornful
forgetful
headstrong
clumsy
rebellious
mature
friendly
gracious
sarcastic
considerate
courteous
versatile
modest
smart
cordial
daring

Review the 20 traits you chose. Overall, is it a favorable or unfavorable picture that you have sketched?

Look at your list again, this time remembering that we often distort what we see. Is the person described in your list really you?

What characteristics make you unique? ______________________

What are your greatest strengths? ______________________

What are your greatest weaknesses? ______________________

Social Studies Application Skills
- Investigate/apply principles of psychology

Basic Skills (continued)

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DEVELOP A POSITIVE SELF-CONCEPT

INSTRUCTIONAL SUPPLEMENT FOR ACTIVITY SHEET 1

Skill development for: READING SKILLS
WRITING SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/ PROBLEM SOLVING SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by explaining the word "analysis" to students.
- Discuss with the students the following skills which are relevant to this task:

READING SKILLS

- Draw conclusions
- React to written material
- Follow written instructions

WRITING SKILLS

- Complete forms and records

INTERPERSONAL/RELATING SKILLS

- Identify personal values/attitudes

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Identify critical elements/issues
- Analyze/synthesize information
- Identify/analyze underlying assumptions
- Draw conclusions
- Apply intuitive thinking techniques (brainstorming, lateral thinking, divergent thinking, etc.)
- Evaluate results/outcomes

SOCIAL STUDIES SKILLS

— Investigate/apply principles of psychology

- Remind students to read and follow the instructions on the activity sheet.

- Review the analysis level of Bloom's Taxonomy. Source: *Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain* by Benjamin S. Bloom.

- In a current dictionary, review the definition of the word "analysis."

- Explain to students that they are being asked to analyze themselves in this activity.

- If students are not familiar with some of the words in the activity, suggest that they look up the definitions in a recently published dictionary.

- Review the evaluation level of Bloom's taxonomy.

- Review the definition of the word "evaluation."

- Explain to students that they are being asked to evaluate (make a judgement about or develop an opinion about) the words they've chosen to describe themselves.

- Questions to stimulate discussion might be:

  1. Are strengths *always* positive?

  2. Are weaknesses *always* negative?

  3. What criteria would you use to decide whether a trait was positive or negative?

- Explain to students that we all have strengths and weaknesses. By identifying our strengths and weaknesses, we know what to feel good about and what we need to work on, thereby increasing self-confidence and self-esteem.

- Review principles of psychology (self-analysis and self-concept) and explain to students the benefits of self-analysis in developing a positive self-concept.

ACTIVITY SHEET 2

DEVELOP A POSITIVE SELF-CONCEPT

II

Reading Comprehension Skills
- Follow written instructions

Language Skills
- Use standard grammar, correct spelling, punctuation and capitalization
- State ideas clearly

Composition Skills
- Use complete sentences
- Use topic sentences
- Use introductory/closing paragraphs
- Compose essays
- Proofread and edit

General Relating Skills
- Identify personal values/attitudes

Cognitive Activity Skills
- Identify critical elements/issues
- Create a finished product (written, oral, practical)
- Apply intuitive thinking techniques (brainstorming, lateral thinking, divergent thinking, etc.)

WRITE AN AUTOBIOGRAPHY

An autobiography is a written account of a person's life as written by himself or herself. Using this page and additional pages, write an autobiography. Creativity and originality are encouraged, but the autobiography must include the following information on the points discussed in this unit:

- The appropriate usage of unit terms listed in Objective 1
- Characteristics passed down from ancestors
- A description of how heredity and the environment have affected personality development
- Positive characteristics evidenced by a positive self-concept

SUGGESTED
EVALUATIVE CRITERIA

1. Language skills (grammar, spelling, capitalization punctuation, complete sentences)	15 points
2. Composition skills (topic sentences, introductory paragraph)	15 points
3. Content	45 points
4. Neatness of report	10 points
5. Creativity/Originality	15 points
TOTAL	100 points

Job Acquisition/ Development Skills
- Develop self confidence/esteem

Social Studies Application Skills
- Investigate/apply principles of psychology

Basic Skills (continued)

BASIC SKILLS

DEVELOP A POSITIVE SELF-CONCEPT *II*

INSTRUCTIONAL SUPPLEMENT FOR ACTIVITY SHEET 2

Skill development for:
READING SKILLS
WRITING SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by asking what an autobiography is. Use word analysis: e.g. auto=self, bio=life, graph=writing. Ask students what autobiographical books/movies they have enjoyed.

- Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  — Follow written instructions

  WRITING SKILLS

  — Use standard grammar, correct spelling, punctuation, and capitalization

  — State ideas clearly

  — Use complete sentences

  — Use topic sentences

  — Use introductory/closing paragraphs

  — Compose essays

  — Proofread and edit

  INTERPERSONAL/RELATING SKILLS

  — Identify personal values/attitudes

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Identify critical elements/issues
- Create a finished product (written, oral, practical)
- Apply intuitive thinking process (brainstorming, lateral thinking, divergent thinking, etc.)

EMPLOYABILITY SKILLS

- Develop self confidence/esteem

SOCIAL STUDIES SKILLS

- Investigate/apply principles of psychology

- If students have difficulty identifying personal values/attitudes, have them review their answers to Activity Sheet 1 or complete some of the other activity sheets, then come back to this one.
- Show students how to brainstorm for ideas by writing down everything that enters their minds related to the topic. Illustrate on chalkboard using your own life as an example. Begin with "my life" in a circle. Connect every idea to the central circle.

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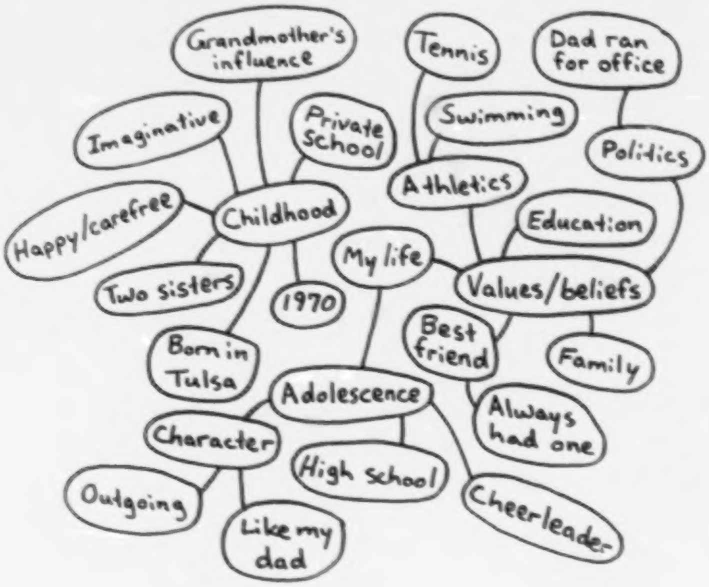
- Before students begin writing, encourage them to list what is important to them and what they have strong feelings about. This can be part of brainstorming.


Grandmother's influence
Tennis
Dad ran for office
Imaginative
Private School
Swimming
Politics
Athletics
Happy/carefree
Childhood
Education
My life
Values/beliefs
Two sisters
1970
Best friend
Family
Born in Tulsa
Adolescence
Always had one
Character
High school
Outgoing
Cheerleader
Like my dad

- Encourage a discussion about current local/national news items to stimulate thinking.

- Review basic composition rules. Remind students that a sentence is a complete thought.

- Remind students that a good opening paragraph catches the reader's interest. Instead of beginning "I was born," try beginning with an interesting anecdote or statement about a belief: e.g. "I am the kind of person who . . . ."

- Remind students that a good conclusion summarizes briefly and refers back to the opening paragraph.

- Do not let students finish the autobiography in one class period. Tell them that writing is a *process* and may never be finished. Suggestion: write the first day, proofread the second day, rewrite the third day.

- When papers are written, have students work in pairs or groups to edit each other's writing.

- Have students revise and rewrite the final draft.

ACTIVITY SHEET 3 — DEVELOP A POSITIVE SELF-CONCEPT

EVALUATE YOURSELF AS OTHERS SEE YOU

It is important not only to be your best self but to project a truthful image of your best self. Rate yourself on the following scale and then have someone else rate you as they see you on the second copy of the scale (A "5" on the scale would mean that you greatly project this quality. A "1" on the scale would mean you have very little of this quality.) Look up the meaning of any words you don't understand. You may wish to repeat the process periodically to check on improvement or to ask other people to rate you.

Reading Comprehension Skills
- Distinguish fact, opinion and inference
- Draw conclusions

Research and Reference Skills
- Use standard references (dictionary, encyclopedia, Who's Who, reader's guides, thesaurus, indices, etc.)

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

General Relating Skills
- Participate in group activities
- Identify personal values/attitudes
- Apply information to life experiences

Cognitive Activity Skills
- Identify critical elements/issues
- Draw conclusions
- Evaluate results/outcomes

Job Acquisition/Development Skills
- Develop self confidence/esteem

Social Studies Application Skills
- Investigate/apply principles of psychology

Your Copy

Characteristics	**Rating**				
Sense of humor	5	4	3	2	1
Poised	5	4	3	2	1
Systematic	5	4	3	2	1
Courteous	5	4	3	2	1
Cooperative	5	4	3	2	1
Apathetic	5	4	3	2	1
Easily impressed	5	4	3	2	1
Pays attention	5	4	3	2	1
Determined	5	4	3	2	1
Extroverted	5	4	3	2	1
Practical	5	4	3	2	1
Creative	5	4	3	2	1
Patient	5	4	3	2	1
Alert	5	4	3	2	1
Perfectionist	5	4	3	2	1
Pessimistic	5	4	3	2	1
Logical; reasonable	5	4	3	2	1
Leadership qualities	5	4	3	2	1
Impulsive	5	4	3	2	1
Sensible	5	4	3	2	1
Generous	5	4	3	2	1
Sociable	5	4	3	2	1
Tactful	5	4	3	2	1
Rude	5	4	3	2	1
Deceitful	5	4	3	2	1
Considerate	5	4	3	2	1
Sincere	5	4	3	2	1
Forgetful	5	4	3	2	1
Kind	5	4	3	2	1
Inhibited	5	4	3	2	1
Restless	5	4	3	2	1
Possessive	5	4	3	2	1
Irritable	5	4	3	2	1
Loyal	5	4	3	2	1
Selfish	5	4	3	2	1
Thoughtful	5	4	3	2	1

Characteristics

	Rating				
Independent; self-governing	5	4	3	2	1
Emotionally mature	5	4	3	2	1
Self-controlled	5	4	3	2	1
Obeys rules	5	4	3	2	1
Perseverant	5	4	3	2	1
Economical	5	4	3	2	1
Jealous	5	4	3	2	1
Naive	5	4	3	2	1
Dependable	5	4	3	2	1
Stubborn	5	4	3	2	1
Critical	5	4	3	2	1
Optimistic	5	4	3	2	1
Easily dressed	5	4	3	2	1
Friendly	5	4	3	2	1
Positive	5	4	3	2	1
Ambitious	5	4	3	2	1
Conceited	5	4	3	2	1
Good-natured	5	4	3	2	1
Honest	5	4	3	2	1
Sarcastic	5	4	3	2	1
Inferiority complex	5	4	3	2	1
Enthusiastic	5	4	3	2	1
Resourceful	5	4	3	2	1
Intellectual	5	4	3	2	1
Suspicious	5	4	3	2	1
Shrewd	5	4	3	2	1
Sympathetic	5	4	3	2	1
Emotional	5	4	3	2	1
Self-conscious	5	4	3	2	1
Domineering	5	4	3	2	1
Argumentative	5	4	3	2	1
Broadminded	5	4	3	2	1
Efficient	5	4	3	2	1
Introverted	5	4	3	2	1
Modest, humble	5	4	3	2	1

Your Partner's Copy

Characteristics	Rating				
Sense of humor	5	4	3	2	1
Poised	5	4	3	2	1
Systematic	5	4	3	2	1
Courteous	5	4	3	2	1
Cooperative	5	4	3	2	1
Apathetic	5	4	3	2	1
Easily impressed	5	4	3	2	1
Pays attention	5	4	3	2	1
Determined	5	4	3	2	1
Extroverted	5	4	3	2	1
Practical	5	4	3	2	1
Creative	5	4	3	2	1
Patient	5	4	3	2	1
Alert	5	4	3	2	1
Perfectionist	5	4	3	2	1
Pessimistic	5	4	3	2	1
Logical; reasonable	5	4	3	2	1
Leadership qualities	5	4	3	2	1
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Generous	5	4	3	2	1
Sociable	5	4	3	2	1
Tactful	5	4	3	2	1
Rude	5	4	3	2	1
Deceitful	5	4	3	2	1
Considerate	5	4	3	2	1
Sincere	5	4	3	2	1
Forgetful	5	4	3	2	1
Kind	5	4	3	2	1
Inhibited	5	4	3	2	1
Restless	5	4	3	2	1
Possessive	5	4	3	2	1
Irritable	5	4	3	2	1
Loyal	5	4	3	2	1
Selfish	5	4	3	2	1

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Characteristics	Rating				
Thoughtful	5	4	3	2	1
Independent; self-governing	5	4	3	2	1
Emotionally mature	5	4	3	2	1
Self-controlled	5	4	3	2	1
Obeys rules	5	4	3	2	1
Perseverant	5	4	3	2	1
Economical	5	4	3	2	1
Jealous	5	4	3	2	1
Naive	5	4	3	2	1
Dependable	5	4	3	2	1
Stubborn	5	4	3	2	1
Critical	5	4	3	2	1
Optimistic	5	4	3	2	1
Easily dressed	5	4	3	2	1
Friendly	5	4	3	2	1
Positive	5	4	3	2	1
Ambitious	5	4	3	2	1
Conceited	5	4	3	2	1
Good-natured	5	4	3	2	1
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Sarcastic	5	4	3	2	1
Inferiority complex	5	4	3	2	1
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Intellectual	5	4	3	2	1
Suspicious	5	4	3	2	1
Shrewd	5	4	3	2	1
Sympathetic	5	4	3	2	1
Emotional	5	4	3	2	1
Self-conscious	5	4	3	2	1
Domineering	5	4	3	2	1
Argumentative	5	4	3	2	1
Broadminded	5	4	3	2	1
Efficient	5	4	3	2	1
Introverted	5	4	3	2	1
Modest, humble	5	4	3	2	1

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 3

Skill development for:
READING SKILLS
WRITING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by stimulating a discussion about some differences between the way students see themselves and the way their parents, siblings, or friends see them. If possible, read the poem "The Blind Men and The Elephant" by John Godfrey Saxe and the essay "The Three Johns" from *The Autocrat of the Breakfast Table* by Oliver Wendell Holmes.
- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Distinguish fact, opinion and inference

— Draw conclusions

— Use standard references (dictionary, encyclopedia, Who's Who, reader's guides, thesaurus, indices, etc.)

— Follow written instructions

WRITING SKILLS

— Complete forms and records

INTERPERSONAL OR RELATING SKILLS

— Participate in group activities

— Identify personal values/attitudes

— Apply information to life experiences

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Identify critical elements/issues
- Draw conclusions
- Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Develop self confidence/esteem

SOCIAL STUDIES SKILLS

- Investigate/apply principles of psychology

- Have students look up dictionary definitions of five characteristics whose meaning they are unsure of and give an example of an occasion on which they (or someone else) displayed this characteristic. This may be an oral or written exercise.

- If students have difficulty with the Creative Thinking/Problem Solving Skills, before filling out the form, ask students if they were stranded alone on a deserted island and did not have to worry about food or safety, what three things they would choose to have with them and why. After a few students have shared their ideas, break into groups of about four. These students will work together on the entire activity. First, each person tells what three items s/he chose; then, s/he fills out the form. Next, working with a partner, students evaluate each other. Finally, each student reports to the group a few differences between the two ratings. The group gives its input.

- Instruct students to follow directions in completing the form. As they are completing the first scale, check to see they are marking it correctly.

- Ask students to choose the characteristics they feel are the most important to the career they have chosen and explain why they chose them. They can report this to their group.

- Ask students to choose the characteristics they think are the most important for themselves to improve on. Refer to Maslow's *Hierarchy of Basic Needs*. Ask students to consider where they will be on the hierarchy once they have achieved these characteristics.

ACTIVITY SHEET 4

DEVELOP A POSITIVE SELF-CONCEPT

Reading Comprehension Skills
- Draw conclusions
- React to written material

Functional Reading Skills
- Interpret forms and records
- Follow written instructions

Functional Writing Skills
- Complete forms and records

Operation and Calculation Skills
- Calculate with whole numbers

General Relating Skills
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative Skills
- Investigate/identify personal styles

Leadership/Influencing Skills
- Develop esteem in self/others

COMPLETE A SELF-ANALYSIS

Answer the following questions honestly as they apply to your job and/or classroom experiences by checking the most appropriate column.

Basic Skills (continued)

Cognitive Activity Skills
- Identify critical elements/issues
- Draw conclusions
- Evaluate results/outcomes

Job Acquisition/Development Skills
- Develop self confidence/esteem

- Investigate/apply principles of psychology

	Never	Sometimes	Always
1. Are you able to act naturally under all circumstances?			
2. Do you avoid criticizing others?			
3. Are you able to give credit to others for what they do?			
4. Do you approach your work confidently?			
5. Do you expect to succeed?			
6. Do you finish the things you start?			
7. Do you feel that limitations are things you put on yourself?			
8. Do you try to learn as much as you can?			
9. Do you work to be free from superstitions and prejudices?			
10. Do you listen attentively to what people say without interrupting them?			
11. Can you be depended upon to keep your promises?			
12. Do you try to achieve one goal at a time?			
13. Do you control your temper?			
14. Do you often feel enthusiastic about something you wish to do?			
15. Are you able to make decisions about everyday things easily?			
16. Are you able to interest yourself in the details of your job?			
17. Are you careful not to hold grudges against people?			
18. Are you able to work pleasantly with others?			
19. Do you avoid carrying tales and gossiping about others?			
20. Do you avoid arguments?			
21. Do you avoid making fun of others?			
22. Do you keep out of other people's business?			

	Never	Sometimes	Always
23. Do you avoid finding fault with everyday little things?			
24. Do you really enjoy your work?			
25. Do you think about others on special occasions, such as their birthdays and in sorrow and happiness, and do you send them some expression of your thoughts?			
26. Do you learn, remember, and use the names of people you meet?			
27. Do your friends try to operate at their best potential?			
28. Do you smile often?			
29. Do you really know that you are a unique and valuable person?			
30. Do you think of exciting possibilities in your future work?			
31. Do you feel you are mature in your attitudes, outlook, and actions?			
32. Do you try to plan your time wisely?			
33. Do you refrain from exaggeration?			
34. Do you avoid flattering people for personal gain?			
35. Do you return what you borrow to its proper place?			
36. Do you accept at least partial blame for failures?			

TOTAL ______ ______ ______

× 1 × 3 × 5

______ ______ ______

For each time you marked "Never," give yourself 1 point. For each time you marked "Sometimes," give yourself 3 points. For each time you marked "Always," give yourself 5 points.

If your score is:

144-180: Hooray for you! Your self-concept is strong and helps you deal with the pressures and tensions of everyday life! You're self-reliant and have the attitude you need to go far.

72-144: Your self-concept includes both positive and negative aspects. You may want to think through your answers one more time. Were you really honest with yourself? Do you see any trends that disturb you? Any areas of strength? You may want to choose two or three areas to concentrate on improving while you are in school. Give yourself a pat on the back! You're on the right track!

36-72: Your self-concept needs some repair. Look at yourself in the mirror and think about all the wonderful things you have to offer. Take time out every day to pamper yourself just a little. If you feel unable to control some of the aspects of your life, you may want to consider joining a support group, talking with a counselor, or reading about how to improve your self-concept.

DEVELOP A POSITIVE SELF-CONCEPT

INSTRUCTIONAL SUPPLEMENT FOR ACTIVITY SHEET 4

Skill development for:
READING SKILLS
WRITING SKILLS
MATH SKILLS
INTERPERSONAL/RELATING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by telling students they are going to complete a self-analysis form. Tell them that this involves introspection. Use dictionaries/word analysis to define the word: e.g. intro=in, inside, spect=look. Explain that self-analysis or introspection is difficult and many people never even attempt it. It is not easy to be completely honest with one's self.

- Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  — Draw conclusions

  — React to written material

  — Interpret forms and records

  — Follow written instructions

  WRITING SKILLS

  — Complete forms and records

  MATH SKILLS

  — Calculate with whole numbers

  INTERPERSONAL/RELATING SKILLS

  — Identify personal values/attitudes

  — Apply information to life experiences

- Investigate/identify personal styles
- Develop esteem in self/others

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Identify critical elements/issues
- Draw conclusions
- Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Develop self confidence/esteem

SOCIAL STUDIES SKILLS

- Investigate/apply principles of psychology

- Tell students to read and follow instructions on the activity sheet. Explain that it may be difficult to choose the ranking. Since "always" and "never" mean 100%, students may consider "always" as "most of the time" and "never" as "hardly ever."
- Tell students to read each item carefully and think before responding. Remind them that no one but themselves will see their responses, so they should be open and honest.
- Remind students to respond to all items and tally their scores. Review the page on score interpretation.
- If students have difficulty with the Interpersonal/Relating Skills, when forms are completed, encourage students to share an experience in their lives which helped them to mark an item in the "always" column. If there is interest in this, break into groups of about five and continue. Assign one person to be the leader of the group and to make sure that everyone contributes (including the leader). Assign another person to keep track of time. If one person dominates, the time-keeper can cut her (him) off. One way to do this is to hold up an object such as a tongue depressor or other visual.

- Ask students if there are items in the "never" column they think they can change and are there items in the column they don't want to change. Ask "Why?"

ACTIVITY SHEET 5

DEVELOP A POSITIVE SELF-CONCEPT

Functional Reading Skills
- Follow written instructions

Language Skills
- State ideas clearly

Composition Skills
- Use complete sentences
- Construct graphics and symbols (non-numerical)

Interactive Communication Skills
- Communicate with professional colleagues/associates

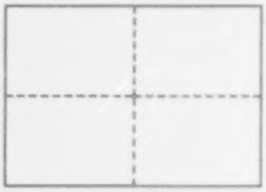
General Relating Skills
- Interact with professional colleagues/associates
- Participate in group activities

Teamwork/Cooperative Skills
- Identify values/attitudes
- Clarify goals/objectives

Leadership/Influencing Skills
- Develop esteem in self/others

MAKE A SUPER-DUPER NAME TAG

Draw lines to divide a sheet of paper into four equal parts. Do this on both the front and the back of the page.



In the upper left-hand corner write your name or nickname that you like to be called.

In the upper right-hand corner write at least ten words that describe you.

In the lower left-hand corner draw pictures of things you like to do. Art work does not affect your grade in any way.

In the lower right-hand corner list something you want to accomplish today, this week, this month, this year, in ten years, and by the time you are 65.

On the opposite side of the page, in the upper left-hand corner, put something about which you would never change.

In the upper right-hand corner put a motto, saying, philosophy, or scripture that you try to live by.

In the lower left-hand corner put what you would do if you knew you only had one year to live, if you only had one day to live.

In the lower right-hand corner list at least three things you want people to say about you after you die.

Attach string to the name tag and wear it around your neck. Share it with the entire class if you desire.

Cognitive Activity Skills
- Identify critical elements/issues
- Draw conclusions

Basic Skills (continued)

INSTRUCTIONAL SUPPLEMENT FOR ACTIVITY SHEET 5

Skill development for: READING SKILLS
WRITING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Introduce assignment by asking students if they have ever been at a social function for which they were asked to wear a name tag. Ask if it was easier to meet people who were wearing a name tag. Explain that they are going to make such a fantastic name tag that if they ever wore it to a social function, no one would ever forget them.

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Follow written instructions

WRITING SKILLS

— State ideas clearly

— Use complete sentences

— Construct graphics and symbols (non-numerical)

ORAL COMMUNICATION SKILLS

— Communicate with professional colleagues/associates

INTERPERSONAL/RELATING SKILLS

— Interact with professional colleagues/associates

— Participate in group activities

- — Identify personal values/attitudes
- — Clarify goals/objectives
- — Develop esteem in self/others

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- — Identify critical elements/issues
- — Draw conclusions

- Remind students to read and follow instructions carefully. Monitor class as students are writing to make sure they understand.
- If some students have difficulty drawing pictures of what they like to do, suggest that they create a symbol for themselves instead.
- To expand students' thinking, bring information about sayings or affirmations to class.
- When students have finished their name tags, have them work with a partner to check for complete sentences, spelling and grammar.
- Encourage students to share their name tags with the entire class or in a smaller group.
- If class is interested, locate pictures of mandalas to share with class. Joseph Campbell's *The Power of Mythology* is a good source. Encourage students to create their own personal mandalas. Display them. Both the book and the PBS series on video tape are available through the public library.
- Display name tags on bulletin board with student's permission.

ACTIVITY SHEET 6

DEVELOP A POSITIVE SELF-CONCEPT

II

Functional Reading Skills
- Follow written instructions

General Relating Skills
- Identify personal values/attitudes

Teamwork/Cooperative Skills
- Identify values/attitudes
- Clarify goals/objectives

Leadership/Influencing Skills
- Develop esteem in self/others

Cognitive Activity Skills
- Analyze/synthesize information
- Draw conclusions

Job Acquisition/Development Skills
- Develop self confidence/esteem

Social Studies Application Skills
- Investigate/apply principles of psychology

DETERMINE WHAT YOU VALUE IN FRIENDSHIPS

Put the number of the statement on the continuum where it reflects your feelings.

↓__________________________↓__________________________↓
Agree Neutral Disagree

1. A friend should not criticize you.
2. Everyone needs to have a special friend.
3. Everyone needs to have a certain amount of stress.
4. First impressions are usually accurate.
5. Honesty is the most important characteristic an individual can have.
6. Everyone needs private time.
7. Happiness is the most important aspect of life.
8. Everyone should practice some form of religion.
9. The activity you are doing is not as important as with whom you are doing it.
10. Friends should keep secrets at all costs.

DEVELOP A POSITIVE SELF-CONCEPT

INSTRUCTIONAL SUPPLEMENT FOR ACTIVITY SHEET 6

Skill development for:
READING SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- To introduce assignment ask students if they have a best friend. Ask them to tell why they like that person.
- Then, ask what a continuum scale is. Write *continuum scale* on chalkboard. Ask students what related words they know: continue, continuity. Explain how a continuum scale works.
- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Follow written instructions

INTERPERSONAL/RELATING SKILLS

— Identify personal values/attitudes

— Identify values/attitudes

— Clarify goals/objectives

— Develop esteem in self/others

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Analyze/synthesize information

— Draw conclusions

EMPLOYABILITY SKILLS

— Develop self confidence/esteem

SOCIAL STUDIES SKILLS

— Investigate/apply principles of psychology

- Remind students to read and follow instructions on the activity sheet. Answer any questions they may have about the directions. Explain that various statements may be placed on the same spot.

- After students have finished their activity sheets, have them share the results with a small group of about three to five students. Select one person as moderator whose function is to see that everyone contributes. Another person can act as time-keeper to make sure no one dominates.

- Find a copy of Ralph Waldo Emerson's essay, *Friendship*, to read with the class.

- Discuss common friendship problems with class: e.g. What problems have you had with your friends? How are problems you have with the opposite sex different from those with the same sex? What causes most problems among friends? Would you do anything for your friend?

- Ask if anyone knows the meaning of the word gregarious. Teach some synonyms: e.g. extroverted, sociable, outgoing, and some antonyms: e.g. introverted, unsociable, shy, timid. Ask students which they tend to be, introverted or extroverted. Ask students if they may be introverted in some situations and extroverted in others.

- If students have difficulty with the interpersonal/relating skills, refer them to other activity sheets for review.

- If students have difficulty analyzing/synthesizing information or drawing conclusions, have them think of specific instances and circumstances to illustrate each statement or the opposite of each statement.

ACTIVITY SHEET 7

DEVELOP A POSITIVE SELF-CONCEPT

RATE WHAT YOU VALUE

1. Write a "+" beside ten items below that you value most highly.

Excitement
Inner peace
Ability to make free decisions
World peace
Business or professional success
Comfort and pleasure
Being successful
A religious life
Close family ties
Creativity
Humor
Courage
Great personal wealth
Plenty of free time
Problem-solving ability
Caring for others
Freedom of speech
Fun
Justice for all people
Close friendships
Sense of self-worth
Personal fame
Financial security
Love
Equality for all people
Approval from others
College degree
Rewards for honest efforts
Clear personal goals
Elimination of poverty
An effective world government
Flexibility
Leadership
Loyalty from others
Sense of community with others
Beauty
Preserving nature
Pleasing surroundings

2. Review the list, placing an "O" by the ten items that you value least highly.

3. Of your ten most highly valued items, choose three and underline them.

4. Is there anything you think should be added to the list? Add only those that you feel are as important as the three you underlined.

Functional Reading Skills
- Follow written instructions

General Relating Skills
- Identify personal values/attitudes

Teamwork/Cooperative Skills
- Identify values/attitudes
- Identify needs/drives
- Clarify goals/objectives

Leadership/Influencing Skills
- Develop esteem in self/others

Cognitive Activity Skills
- Draw conclusions
- Evaluate results/outcomes

Job Acquisition/Development Skills
- Develop self confidence/esteem

Social Studies Application Skills
- Investigate/apply principles of psychology

DEVELOP A POSITIVE SELF-CONCEPT

INSTRUCTIONAL SUPPLEMENT FOR ACTIVITY SHEET 7

Skill development for:
READING SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by asking students if they had three wishes what they would be. Have them write the wishes on paper without their names. Read them aloud (in small groups or with entire class) and have students guess who wrote each.
- After students see the activity sheet, ask if any of their three wishes are on the list.
- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Follow written instructions

INTERPERSONAL/RELATING SKILLS

— Identify personal values/attitudes

— Identify values/attitudes

— Identify needs/drives

— Clarify goals/objectives

— Develop esteem in self/others

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Draw conclusions

— Evaluate results/outcomes

EMPLOYABILITY SKILLS

— Develop self confidence/esteem

SOCIAL STUDIES SKILLS

— Investigate/apply principles of psychology

- Remind students to read and follow the instructions on the activity sheet. Make sure they understand them.
- When students have finished, ask a volunteer to share with the class her/his three most highly valued items and explain why s/he chose them.
- If students have difficulty with the creative thinking/problem solving skills and the narrowing down process (choosing the first ten, then the final three items), have them compare two items at a time. Ask which items they omitted and why.
- Teach the meaning of *altruistic*. Have students decide which of the values are more altruistic than others: for example: world peace, justice for all people, equality for all people, elimination of poverty, an effective world government, preserving nature. Ask if anyone chose any of these.
- If students have difficulty with the interpersonal/relating skills, have them give examples of values: e.g. What does love (beauty, inner peace) mean? What do you consider exciting? Courageous? Fun? Being successful? What do you consider as comfort and pleasure? etc.

ACTIVITY SHEET 8

DEVELOP A POSITIVE SELF-CONCEPT

II

HOW DO YOU SPEND YOUR TIME?

In Unit 1, you kept a time diary. During that busy first week of classes, it may have helped you schedule and control your time.

Although your days may not be as hectic now, keeping a time diary is still a good idea. Use the forms on the next two pages to track how you spend your time for the next two weeks. Make copies before using either form.

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

General Relating Skills
- Apply information to life experiences

Teamwork/Cooperative Skills
- Investigate/identify personal styles
- Control undesirable/inappropriate behavior
- Clarify goals/objectives

Cognitive Activity Skills
- Collect/record information
- Draw conclusions
- Evaluate results/outcomes

Job Acquisition/Development Skills
- Develop good work habits/attitudes

Social Studies Application Skills

- Investigate/apply principles of psychology

Basic Skills (continued)

TIME PLAN

Monday ____/____/____ Tuesday ____/____/____ Wednesday ____/____/____

	Planned	Actual	Planned	Actual	Planned	Actual	TO DO LIST
Before 7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
After							

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TIME PLAN

(page 2)

Thursday ___/___/___ Friday ___/___/___ Saturday ___/___/___ Sunday ___/___/___

	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual
Before 7:00								
8:00								
9:00								
10:00								
11:00								
12:00								
1:00								
2:00								
3:00								
4:00								
5:00								
6:00								
7:00								
8:00								
9:00								
10:00								
11:00								
After								

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DEVELOP A POSITIVE SELF-CONCEPT

INSTRUCTIONAL SUPPLEMENT FOR ACTIVITY SHEET 8

Skill development for:
READING SKILLS
WRITING SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by having a discussion on how students spend their time. Ask specific questions: e.g. How many hours a day do you watch t.v.? exercise? eat? read? study? spend time with boy/girlfriend? do housework? spend with your children? etc.

- After students have thought about how they spend their time, ask if there are some areas in which they would like a change

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Follow written instructions

WRITING SKILLS

— Complete forms and records

INTERPERSONAL/RELATING SKILLS

— Apply information to life experiences

— Investigate/identify personal styles

— Control undesirable/inappropriate behavior

— Clarify goals/objectives

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Collect/record information

- Draw conclusions

- Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Develop good work habits/attitudes

SOCIAL STUDIES SKILLS

- Investigate/apply principles of psychology

- Remind students to read and follow the instructions on the activity sheet making sure they understand the difference between "planned" and "actual."

- If students have difficulty filling out the "planned" columns for the entire week all at once, suggest that they work on one day at a time.

- Discuss with students when they would like to fill in the "actual" columns: e.g. once a day at bed time? twice a day? Emphasize that they need to write down what they do before forgetting. You may want to allow a few minutes of class time each day for this activity sheet until it is complete.

- At the end of the week, have a discussion about how students feel about keeping the diary. Ask specific questions: e.g. What did you learn about your habits? Is there anything you would like to change? Did the "actual" and "planned" columns differ? If interest in sharing this information is high, break into smaller groups (3 to 5 students) with a leader and a time-keeper.

- If students enjoy keeping this time diary, encourage them to continue and provide them with additional forms.

- Students become frustrated at their inability to stick to time goals. Encourage a class discussion about overcoming this inability. Ask successful students to share their secrets, give tips. For example, after eating a big meal, it may be better to do something physical rather than study.

- If students have difficulty with the interpersonal/relating skills, explain that keeping the time diary can help them identify their personal styles and control behavior that keeps them from achieving their daily goals.

- If students have difficulty with the creative thinking/problem solving skills, ask them to look at the entries for a single day. Ask: "What was the one thing that you absolutely had to get done on _(name of day)_?" If you didn't accomplish it, at what point (time) during the day did you get off track, or what prevented you from accomplishing it? Could you control it or was it because of someone else's actions? What might happen because you didn't get it done? How can you prevent it from happening in the future?"

ASSIGNMENT SHEET 1

DEVELOP A POSITIVE SELF-CONCEPT

NAME ______________________________ SCORE ______

OBJECTIVE 9

Complete a personal profile.

INTRODUCTION

This is a chance for you to be honest with yourself and discover your relative strengths and weaknesses. It is not a test and there are no right or wrong answers. Relax and have fun with it. Remember: this tests who ***you*** think you are, not who you really are or who others think you are.

DIRECTIONS

Complete the Discovery Wheel exercise that came packaged with your student workbook. When you have answered all the question, total your scores and fill in your wheel.

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

Operation and Calculation Skills
- Calculate with whole numbers

General Relating Skills
- Identify personal values/attitudes

Teamwork/Cooperative Skills
- Identify values/attitudes
- Identify needs/drives
- Investigate/identify personal styles
- Clarify goals/objectives

Cognitive Activity Skills

- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions
- Identify/evaluate consequences
- Evaluate results/outcomes

Job Search/Selection Skills

- Analyze personal occupational aptitudes/preferences

Social Studies Application Skills

- Investigate/apply principles of psychology

Basic Skills (continued)

DEVELOP A POSITIVE SELF-CONCEPT

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 1

Skill development for:
READING SKILLS
WRITING SKILLS
MATH SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by asking students what they consider their strengths and weaknesses are. Ask specific questions: e.g. Are you good at creating things with your hands/with your mind? Are you good at sports? Do you have a lot of friends? When you begin a task, do you finish it? etc.

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Follow written instructions

WRITING SKILLS

— Complete forms and records

MATH SKILLS

— Calculate with whole numbers

INTERPERSONAL/RELATING SKILLS

— Identify personal values/attitudes

— Identify values/attitudes

— Identify needs/drives

— Investigate/identify personal styles

— Clarify goals/objectives

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions
- Identify/evaluate consequences
- Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Analyze personal occupational aptitudes/preferences

SOCIAL STUDIES SKILLS

- Investigate/apply principles of psychology

- Remind students to read and follow the instructions on the assignment sheet, making sure they understand them.
- Explain that there are no right or wrong answers. The characteristics in the personal profile take a lifetime to perfect.
- The teacher may want to complete her (his) own profile and share it with the class to stimulate discussion and show that even adults can benefit from the self-assessment derived from this activity.
- If students have difficulty calculating, illustrate how to calculate points for a characteristic and plot the number on the discovery wheel. They may be allowed to use hand-held calculators, too.
- Ask volunteers to share their wheels with the class and comment on strengths and weaknesses it shows.
- Tell students that who they think they are is what is important because we are all the result of what we think. We can become anything we truly want to become.
- Ask students to consider their weakest area and how they can improve it. They must really want to improve it before they will see change.

- If students have difficulty with the interpersonal/relating skills, have them review some of the other activity sheets.
- If students have difficulty with the creative thinking/problem solving skills, have them identify one change they can make in their behavior to improve each section of their personal pies. Caution them to implement only one or two changes at a time.

ASSIGNMENT SHEET 2

DEVELOP A POSITIVE SELF-CONCEPT II

NAME ______________________________ SCORE ________

OBJECTIVE 10

Monitor self-talk.

INTRODUCTION

Self-talk is what we say to ourselves about ourselves. If these things are usually negative, our self-esteem is damaged. If they are positive, our self-esteem is enhanced and we are more able to do the things we want.

DIRECTIONS

Reading Comprehension Skills
- Draw conclusions
- Make generalizations

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

Operation and Calculation Skills
- Calculate with whole numbers

Listening Skills
- Draw conclusions/make generalizations
- Analyze/identify point of view

1. Keep this assignment with you for four hours. Listen to yourself and write down what you hear yourself say or think about you.
    - In the first column, write where you are.
    - In the second column, write what you are doing.
    - In the third column, write who you are with.
    - In the fourth column, write what you talked or thought about. You don't need to write everything you said or thought, just the subject.
    - In the last column, write a "+" if it was positive, a "0" if it was neutral, and a "-" if it was negative.
2. Total the +'s and -'s. Was what you said to yourself overall positive or negative?
3. Review your diary for patterns. Is there a certain time of day when you feel best? Do you feel different about yourself when you are with certain people? If so, how? Where do you feel best about yourself?

General Relating Skills
- Analyze/apply nonverbal communication
- Identify personal values/attitudes

Cognitive Activity Skills
- Collect/record information
- Analyze/synthesize information
- Draw conclusions
- Evaluate results/outcomes

Job Acquisition/ Development Skills
- Develop self confidence/esteem

Social Studies Application Skills
- Investigate/apply principles of psychology

Where you were	What you were doing	Who you were with	What you talked about	Positive "+" or Negative "-"

4. How many positives did you get? ______

5. How many negatives did you get? ______

6. Are your messages mostly positive or negative?

____

7. What patterns do you find? ____________________________

____

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 2

Skill development for:
READING SKILLS
WRITING SKILLS
MATH SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce the assignment by asking students if they are aware that the mind never stops. When the mind is not focused (as in reading, doing math problems, etc.) it is "idling." We may be thinking about something and not be aware of it. Our thoughts may be positive, negative, or neutral. Since we are what we think, it is important to fill our mind with as many positive thoughts as possible. The mind can be trained (just as the physical body) to do what we want. This assignment sheet will help make students aware of what their minds are doing.

- Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  — Draw conclusions

  — Make generalizations

  — Follow written instructions

  WRITING SKILLS

  — Complete forms and records

  MATH SKILLS

  — Calculate with whole numbers

ORAL COMMUNICATIONS SKILLS

— Draw conclusions/make generalizations

— Analyze/identify point of view

INTERPERSONAL/RELATING SKILLS

— Analyze/apply non-verbal communication

— Identify personal values/attitudes

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Collect/record information

— Analyze/synthesize information

— Draw conclusions

— Evaluate results/outcomes

EMPLOYABILITY SKILLS

— Develop self confidence/esteem

SOCIAL STUDIES SKILLS

— Investigate/apply principles of psychology

- Remind students to read and follow the instructions on the assignment sheet, making sure they understand them.
- Tell students that they will have to sharpen up their listening skills to complete this assignment sheet. They will need to listen actively at all times.
- Tell students some of their self-talk may be neither positive or negative but neutral. They may need more than four hours to complete the assignment sheet. You may want to carry it over several days. During this time, share ideas in class about how it is progressing.

- If students have difficulty with the creative thinking/problem solving skills, have them monitor their thoughts while they are alone. This may be easier to do and may give an interesting picture of the kind of idle thoughts they have. Are their thoughts consistently positive or negative? Can they learn to switch off negative thoughts?

- Students may want to note if what they wrote down was what they talked about or thought about. Sometimes we say one thing while thinking another.

- Encourage students who have negative thoughts that they can change their thinking. If possible, collect positive affirmations from motivational books and tapes. (Louise Hay, Hay House, Inc., Santa Monica, CA 90401, is a good source.)

ASSIGNMENT SHEET 3

DEVELOP A POSITIVE SELF-CONCEPT

NAME ______________________ SCORE ______

OBJECTIVE 11

Develop a plan for improving self-concept.

INTRODUCTION

"IALAC." That means "I am loveable and capable." Sometimes it may be hard to feel that way about ourselves. But if we don't, chances are that nobody else will feel that way about us, either. Enhancing our own self-concept is like waving a magic wand over the rest of our lives. Everything else will be easier to deal with, we will find more support from those around us, and we will be able to do more than before.

DIRECTIONS

Choose three of the techniques listed below to create your own self-concept improvement plan. Use them for two weeks. Retake the test in Assignment Sheet 2. Did your self-concept change? What other changes did you see?

Functional Reading Skills
- Follow written instructions

Listening Skills
- Analyze/identify point of view

General Relating Skills
- Analyze/apply non-verbal communication
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative Skills
- Investigate/identify personal styles
- Control undesirable/inappropriate behavior
- Clarify goals/objectives

1. **Make a happy jar.** Fill a jar with small tokens of fun times, peaceful pictures from magazines, notes from friends, photos of people who love you, or anything else that makes you feel good. Any time you say or think something negative about yourself, pull one thing out of the happy jar. When you are away from home, keep a happy envelope in your purse or pocket.

2. **Correct yourself.** Every time you say or think something negative about yourself, write down a neutral or positive fact about the same subject.

3. **Meditate every day.** Sit in a quiet spot and close your eyes. Breathe in and hold the breath. Breathe out slowly. Think of a peaceful place. Visualize it. Feel and smell it. Remove everything else from your mind. Let yourself enjoy it for at least five minutes. Slowly, open your eyes. Breath in and hold the breath. Breathe out slowly. Gently stretch and stand up.

Leadership/Influencing Skills
- Develop esteem in self/others

Cognitive Activity Skills
- Analyze/synthesize information
- Draw conclusions
- Identify/develop alternatives
- Evaluate alternatives
- Select an alternative
- Transfer knowledge/ training to new situations
- Develop an action plan

Job Acquisition/ Development Skills
- Develop self confidence/esteem

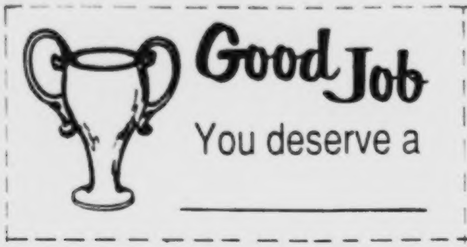
Social Studies Application Skills
- Investigate/apply principles of psychology

4. **Give yourself cue cards.** Hang awards or photos in your room or house. Even if the ribbon is for a third-grade spelling bee, you earned it, so hang it up. Write notes about other accomplishments on 3 x 5 cards and carry them around. Hide notes to yourself like "Hello gorgeous" or "You did a nice job fixing the car" or "You are a wonderful mother." Do not write about how other people feel about you or about things you own.

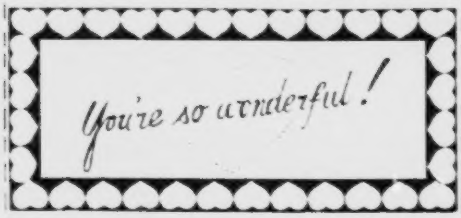
5. **Give yourself reward tokens.** Every time you say or think something good about yourself, give yourself a token. When you have collected 10 tokens, give yourself a small reward like a soft drink, a phone call to someone you care about, or a 10-minute break. When you have collected 100 tokens, give yourself a larger reward. Choose a grand prize, like a night out or a new shirt for 1,000 tokens. You can use certificates, toothpicks, stickers, or any other method.

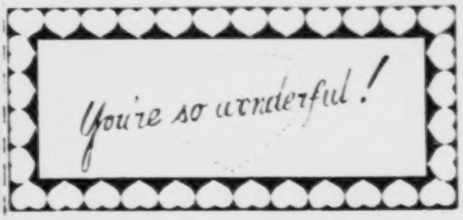
6. **Begin an exercise routine.** Even 10 minutes a day of exercise will clear your mind and rest your spirit along with thinning your thighs.

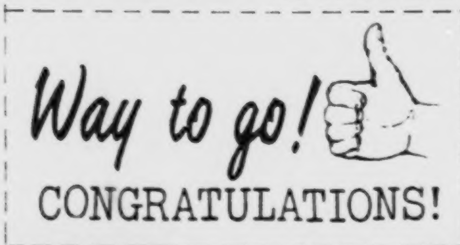
   NOTE: Make copies of the cards on the next page, cut them out and use them to reward yourself and others, too.

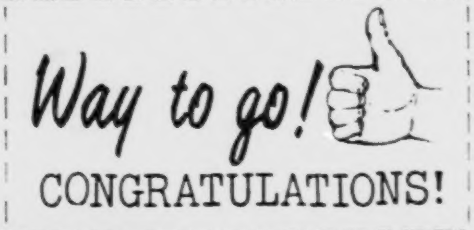

Good Job
You deserve a ____________

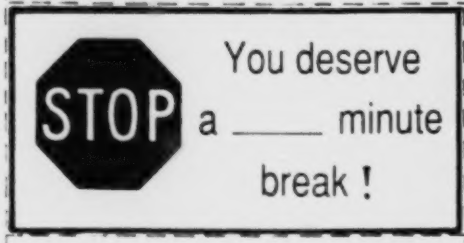
Good Job
You deserve a ____________

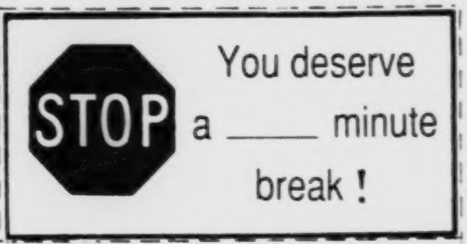

You're so wonderful!

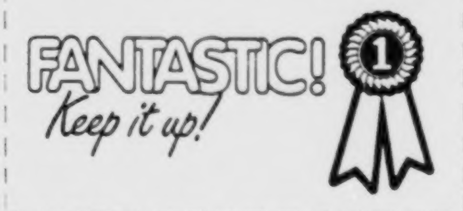

You're so wonderful!


Way to go!
CONGRATULATIONS!

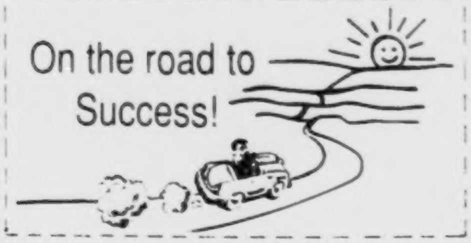

Way to go!
CONGRATULATIONS!


STOP
You deserve a _____ minute break !


STOP
You deserve a _____ minute break !


FANTASTIC!
Keep it up!
1

FANTASTIC!
Keep it up!
1


On the road to Success!

On the road to Success!

DEVELOP A POSITIVE SELF-CONCEPT

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 3

Skill development for:
READING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce the assignment by asking students if they have heard the expression "You are what you eat." Explain that we can also say "You are what you think." It is true that our thoughts create our reality for better or worse. Whether our thoughts about ourselves are positive or negative will bring about that reality.

- Discuss with the students the following skills which are relevant to this task:

  READING SKILLS

  — Follow written instructions

  ORAL COMMUNICATION SKILLS

  — Analyze/identify point of view

  INTERPERSONAL/RELATING SKILLS

  — Analyze/apply non-verbal communication

  — Identify personal values/attitudes

  — Apply information to life experiences

  — Investigate/identify personal styles

  — Control undesirable/inappropriate behavior

  — Clarify goals/objectives

  — Develop esteem in self/others

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Analyze/synthesize information
- Draw conclusions
- Identify/develop alternatives
- Evaluate alternatives
- Select an alternative
- Transfer knowledge/training to new situations
- Develop an action plan

EMPLOYABILITY SKILLS

- Develop self confidence/esteem

SOCIAL STUDIES SKILLS

- Investigate/apply principles of psychology

- Remind student to read and follow the instructions on the activity sheet. Make sure they understand what to do and how to do it.
- During the two weeks that students practice the techniques, monitor their progress. Discuss with the class or in groups (or both) the progress they are making. Ask what is or is not working.
- At the end of the two weeks have students share their experiences and state their successes. Stimulate a discussion with specific questions: e.g. What worked best? Do you think you will continue this activity? Has anyone noticed a change in attitude or behavior? Begin the discussion with the entire class, then break into smaller groups.
- Explain that students need not feel bad if all three techniques did not work. Any success from the practice is beneficial.
- Ask if students noticed any transfer of positive attitudes into other aspects of their lives.

- After students retake the test in Assignment Sheet 2, have them compare the results with their first test. They may want to share the comparison with the class.

- Review other instructional supplements for more ideas.

ASSIGNMENT SHEET 4

DEVELOP A POSITIVE SELF-CONCEPT

II

NAME ______________________________ SCORE ________

OBJECTIVE 12 **Clarify personal values.**

INTRODUCTION The items listed below represent values that may influence your life. In this exercise, you will begin to clarify your values and test them against reality.

DIRECTIONS Participate in a values auction.

You have $5,000 dollars. At this auction, the values influencing your life are up for bid. First, budget how you will spend your money. Write what you are willing to spend for each item in the first column. During the auction, bid on each value as it comes up. Write the highest amount you bid on each item in the second column. If you win an item, list the amount you spent on the item in the third column. After the auction, compare what you spent (or bid) to your budget.

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

Operation and Calculation Skills
- Calculate with whole numbers

Functional Math Skills
- Prepare a budget

Interactive Communication Skills
- Work effectively in a group

General Relating Skills
- Participate in group activities
- Identify personal values/attitudes

Basic Skills (continued)

Teamwork/Cooperative Skills
- Identify values/attitudes
- Investigate/identify personal styles

Cognitive Activity Skills
- Collect/record information
- Identify critical elements/issues
- Identify underlying causes
- Analyze/synthesize information
- Draw conclusions
- Evaluate results/outcomes

Job Acquisition/Development Skills
- Develop self confidence/esteem

Social Studies Application Skills
- Investigate/apply principles of psychology

	Amount I budgeted	Highest bid I made	Amount I spent
A satisfying and fulfilling marriage			
Freedom to do what you want			
A chance to direct the destinies of nations			
The love and admiration of friends			
Travel and tickets to any cultural or athletic event as often as you wish			
Complete self-confidence with a positive outlook on life			
A happy family relationship			
Recognition as one of the most attractive persons in the world			
A long life free of illness			
A satisfying religious faith			
A month's vacation with nothing to do but enjoy yourself			
Lifetime financial security			
A lovely home in a beautiful setting			
A world without prejudice			
A chance to eliminate sickness and poverty			
International fame and popularity			
An understanding of the meaning of life			
A world without graft, lying, or cheating			
Freedom within your work setting			
A really good love relationship			
Success in your chosen profession or vocation			

What do your top bids and purchases have in common?

What do the items you did not bid on have in common?

What major differences were there between what you budgeted and what you bought?

What does this tell you about your real values?

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 4

Skill development for:
READING SKILLS
WRITING SKILLS
MATH SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce the assignment by asking students to think about the many activities they have already done that have helped them decide what they value most. Ask them if they now know what these values are and can clearly state them. If they cannot, this final assignment sheet will help make them clear.

- Ask if anyone has ever been to an auction. If so, let that person explain how auctions are conducted.

- Discuss with the students the following skills which are relevant to this task:

  READING SKILLS

  — Follow written instructions

  WRITING SKILLS

  — Complete forms and records

  MATH SKILLS

  — Calculate with whole numbers

  — Prepare a budget

  ORAL COMMUNICATIONS SKILLS

  — Work effectively in a group

INTERPERSONAL/RELATING SKILLS

- Participate in group activities
- Identify personal values/attitudes
- Identify values/attitudes
- Investigate/identify personal styles

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Collect/record information
- Identify critical elements/issues
- Identify underlying causes
- Analyze/synthesize information
- Draw conclusions
- Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Develop self confidence/esteem

SOCIAL STUDIES SKILLS

- Investigate/apply principles of psychology

- Remind students to read and follow the instructions on the assignment sheet, making sure they understand.
- Clarify meanings of any unfamiliar vocabulary items by using dictionaries and word analysis: e.g. prejudice — pre=before, jud=judge; an opinion, judgment, usually negative, formed before knowing all the facts.
- If possible, arrange for a real auctioneer to conduct the class auction.
- Review budgeting techniques with class. After students have budgeted their $5,000, assign partners to check each other's totals to be sure the amount does not exceed the limit.

- After the auction is conducted, have students calculate the sum of the amount spent and determine whether they went over or under budget. They may use calculators.

- When students are evaluating the amount they spent, ask which items in the budget are concerned with the self and which are concerned with others. Review the meaning of *altruistic*.

- If students have difficulty analyzing and synthesizing information, ask them to consider how much they spent on work related items, altruistic items, personal related items. (Not all items fit into these categories. Discuss possible categories for items.) If they have trouble with the other creative thinking/problem solving skills, ask them to give one reason for the way they spent their money and tell what the consequences of their decisions were.

DEVELOP A POSITIVE SELF-CONCEPT

ASSIGNMENT SHEETS 1-4

Be sure students have completed all sections and answered questions in a thoughtful and serious way. Plans for personal improvement should be realistic and appropriate.

NOTE: Assignment sheets represent occupational tasks. Students' performance must be graded in order for their competency to be evaluated. However, students will demonstrate competency in these tasks by exhibiting a working knowledge of the *processes* used to accomplish the stated objectives.

WRITTEN TEST

DEVELOP A POSITIVE SELF-CONCEPT

II

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with developing a positive self-concept to their correct descriptions. Write the correct letters in the blanks.

______1. Caring for something even though you know it is not perfect

______2. Things said or done that support a message

______3. The things we say or think about ourselves

______4. Our belief of our own worth

a. Acceptance

b. Personality

c. Reinforcement

d. Self-concept

e. Self-esteem

f. Self-talk

OBJECTIVE 2

Define self-concept.

____

____

____

____

OBJECTIVE 3

List steps to enhance self-concept. List five ways to enhance self-concept.

1. ____
2. ____
3. ____
4. ____
5. ____

OBJECTIVE 4

Select from a list characteristics of a person with a positive self-concept. Write an "X" in the blank before each characteristic statement.

______1. Always succeeds at what he or she wants to accomplish

______2. Explores options to make wise decisions

______3. Rarely gets mad

______4. Is never depressed or sad

______5. Is assertive enough to stand up for personal beliefs without being aggressive

OBJECTIVE 5

Complete statements about barriers to a positive self-concept. Write the correct word or words in the blanks.

1. Sometimes people take themselves for granted and give

   ______ ____________ ________ to self.

2. People who are taught not to brag may ______________

   _________ ____________________________.

3. We often concentrate on what others ________ or ____, rather than concentrating on what we want.

4. Since self-concept is always changing, saying

   _______________ things to ourselves will hurt us.

OBJECTIVE 6

Select from a list true statements about the use of positive affirmations and visualization. Write an "X" in the blanks before each true statement.

______1. A visualization is a written description.

______2. Both are based on accepting that what you want to happen has happened.

______3. In visualization, the sensory feelings of accomplishment are imagined.

______4. A positive affirmation is a detailed, written description of what you want.

______5. Visualization works best when as many senses as possible are imagined.

______6. A positive affirmation is a written statement saying that one day you can have what you want.

______7. Visualization works best when only one item is concentrated on.

______8. An affirmation should be read when you are relaxed.

______9. Visualization can be used to relax in tense situations.

OBJECTIVE 7

State reasons for self-acceptance. State two reasons why we should accept ourselves as we are.

____

____

____

____

____

____

OBJECTIVE 8

Select the words or phrases that complete true statements about value clarification. Write the correct letters in the blanks.

______1. A value is ___.

a. a belief that one type of behavior is preferred
b. a moral rule
c. a belief of worth
d. what we think

______2. Values are demonstrated by ___.

- a. actions
- b. words
- c. words or actions
- d. neither words nor actions

______3. Our values change ___.

- a. with each stage of growth
- b. in times of crisis
- c. all the time
- d. rarely or never

______4. Values clarification is ___.

- a. the test we can take to find out what we value
- b. the process of reviewing how we behave and what we really believe
- c. everyone agreeing on a value
- d. writing values down

NOTICE The following assignment sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 9 **Complete a personal profile.** SCORE ______

OBJECTIVE 10 **Monitor self-talk.** SCORE ______

OBJECTIVE 11 **Develop a plan for improving self-concept.** SCORE ______

OBJECTIVE 12 **Clarify personal values.** SCORE ______

WRITTEN TEST ANSWERS

DEVELOP A POSITIVE SELF-CONCEPT

II

OBJECTIVE 1

1. a
2. c
3. f
4. e

OBJECTIVE 2

Answer should include:

- Self-concept is what kind of person you think you are.
- Self-concept is affected by your past experiences and the way you are treated by the people around you.
- There are three sides of self.
  - — The person you think you are
  - — The person you are
  - — The person others think you are

OBJECTIVE 3

Answer should include any five of the following:

- Change faulty thinking.
- Practice self-acceptance.
- Build a better body image.
- Get busy.
- Give yourself feel-good rewards.
- Give yourself pep talks.
- Envision future successes.
- Receive compliments graciously, and give them generously.

OBJECTIVE 4

2, 5

OBJECTIVE 5

1. too little time
2. minimize their accomplishments
3. have
   do
4. negative

OBJECTIVE 6

2, 3, 4, 5, 8, 9

OBJECTIVE 7

Answer may include any two of the following:

- Self-acceptance makes it easier to deal with your feelings.
- Self-improvement is easier with self-acceptance.
- It is easier to listen to and respect others when we are more accepting of ourselves.
- People cannot accept us until we accept ourselves.

OBJECTIVE 8

1. c
2. a
3. c
4. b

OBJECTIVE 9

Refer to answers to Assignment Sheet 1.

OBJECTIVE 10

Refer to answers to Assignment Sheet 2.

OBJECTIVE 11

Refer to answers to Assignment Sheet 3.

OBJECTIVE 12

Refer to answers to Assignment Sheet 4.

OBJECTIVE SHEET

DEVELOP TECHNIQUES FOR A BALANCED LIFESTYLE

III

INTRODUCTION

Nursing can be a very stressful job. Health care professionals must be able to maintain a healthy physical, mental, and spiritual life to meet the demands of the job. They must also be able to meet the physical, mental, and spiritual needs of their patients.

UNIT OBJECTIVE

After completing this unit the student should be familiar with the components and barriers to a balanced lifestyle. The student should be able to determine areas of strength and weakness and suggest techniques to improve his/her lifestyle. The student will demonstrate these competencies by completing assignment sheets and a written test with a minimum of 85% accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with developing techniques for a balanced lifestyle to their definitions.
2. Select from a list desired characteristics of the nursing student.
3. Complete statements about factors included in a wellness concept.
4. List role demands of a student nurse.
5. Complete a chart displaying components and techniques for maintaining a balanced lifestyle.
6. Describe time-management techniques.
7. Evaluate personal stressors. (Assignment Sheet 1)
8. Determine your position on a health continuum. (Assignment Sheet 2)
9. Develop a plan to promote personal high-level wellness. (Assignment Sheet 3)
10. Determine a plan to improve your position on the health continuum. (Assignment Sheet 4)
11. Develop a personal time-management plan. (Assignment Sheet 5)

DEVELOP TECHNIQUES FOR A BALANCED LIFESTYLE

PREPARATION

- Review the unit and plan your presentation.
- Study the specific objectives to determine those you will cover in your presentation. Decide also which objectives should be taught to which students.
- Determine the scope and sequence of objectives that you add. Design and develop support materials, including evaluation techniques, for additional objectives.
- Review teaching suggestions and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement unit.
- Invite a holistic medicine practitioner to discuss holistic trends or a counselor to discuss the interdependence of spiritual, mental, and physical wellness.

  NOTE: Supply guest speakers with the Objective Sheet, Information Sheet and any other components you want them to cover.
- **HOSA** Integration
  - Assist students in conducting a chapter service project on the effects of stress and ways it can be controlled.
  - Develop objectives for the service project and identify a theme.
  - Create a poster according to Extemporaneous Health Display rules. Display it in highly visible areas.
  - Plan community or school health project that involves disseminating pamphlets about time management, stress reduction, or low-cost resources for lifestyle changes.

DELIVERY

Objective 1

- Have each student bring a term to class each day for one week. Terms may reflect the student's focus of wellness and may indicate class-wide or individual misconceptions or areas of needed instruction.

- Have students read and discuss Supplement 1.

Objective 2

- Discuss why each of these are important as nursing students, as health care providers, and as a part of individual wellness.

- Have students list their strengths and weaknesses as nursing students.

Objectives 3 and 4

- Have students discuss times one wellness concept factor affected another. Classic examples are getting a headache the day unwanted company is to arrive, butterflies in the stomach just before a test, or self-esteem suffering from a lack of a spiritual life.

- Use Transparency Master 1 to illustrate the effects of stress.

- Work backwards and have students try to think of a time when one wellness concept factor did not affect another.

- Have students complete Assignment Sheets 1-4.

Objective 5

- New suggestions for maintaining a balanced lifestyle become available daily. Show students a variety of popular books, especially recent releases, that touch on these topics. Include cookbooks, exercise books, self-help and analysis books, and theological works.

- Use Supplement 2 to illustrate the use of a diary.

- Daily talk shows often focus on related topics. Check with your local stations for episodes that might be viewed in class for discussion.

- Distribute and discuss Handout 1.
- Use Supplements 3-5 to illustrate basic coping methods.
- Use Transparency Masters 2 and 3 as you discuss time management.
- Have students complete Activity Sheet 1.

Objective 6

- Have students begin completing time analysis the first day of this unit.
- Have students compare how they are spending their time now to how they spent their time during Unit 1, Develop Successful Learning Skills.
- Have students observe other people's use of time.
- Have students brainstorm on how their use of time affects their emotional well-being and self-esteem.
- Allow students to discuss how they deal with their varied roles. Encourage sharing ideas and time-saving activities.
- Many universities support women's resource centers, family resource centers, or adult student programs. Invite a representative of one of the centers to discuss time-management for an older student and integration of school and family life.
- Have students complete Assignment Sheet 5.

APPLICATION

Objective 7

- Have students discuss why each item causes stress and how the stress can be intensified or reduced in each case.
- Have students suggest other items that should be added to the list and have them suggest where they should be located.
- Have students complete Assignment Sheet 1.

Objective 8

- Discuss the concept of self-actualization and how it encompasses all aspects of life.
- Have students note times their health and attitude have affected each other.
- Have students complete Assignment Sheet 2.

Objective 9

- This is a good opportunity to allow students to support one another. Have students discuss the things they need to change. In many cases they will be aware of the problem, and may have attempted to change their lifestyle in the past, but may have found it difficult. Discussions in class will allow students to share successes and failures and network with others who share similar goals.
- Have students complete Assignment Sheet 3.

Objective 10

- Note communication strengths and weaknesses as students assess each other. This information will help you plan delivery of Unit 4.
- Have students discuss the problem of getting honest answers from clients who may be embarrassed or uncomfortable talking about certain subjects.
- Have students complete Assignment Sheet 4.

Objective 11

- Time-management skills should be practical. Allow students to incorporate their own calendars or needs into each assignment.
- Have students who have varied responsibilities share shortcuts for working, family, and student life.
- Have students complete Assignment Sheet 5.

EVALUATION

Pretest

- Pretest qualifying students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Managing Time, So It Doesn't Manage You.* Audio tape. Available from Rita Davenport, PO Box 11932, Phoenix, Arizona 85061.

The following videos are available to Oklahoma teachers on a free-loan basis from the Resource Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.

- *More Alive.* VHS, 60 min, 1989. Non-aerobic fitness video for mature adults. Covers "wake-up" exercises, tips and exercises for good posture and balance. Out of state teachers may contact another distributor or Learner Managed Designs, 2201 W. 25th St., Lawrence, KS 66046, (913) 842-9088.

- *You Want Me to Help with Housework? No Way!* VHS, 14 min., 1988. Boys Town video helps parents learn a systematic way to teach preadolescents and teenagers to share in household responsibilities, build self-esteem, and give adults more free time. Out of state teachers may contact another distributor of Father Flannagan's Boy's Town, Public Service Division, Boy's Town, Nebraska 68101.

Publications

- Bailey, Lorraine Hensel. *Time To Spare*. Gregg Division, McGraw-Hill Book Company, New York, 1978.
- Beattie, Melody. *Co-Dependent No More*. Harper and Row, New York, 1987.
- Davenport, Rita. *Making Time, Making Money*. St. Martin's Press, Inc., New York, 1982.
- Dossey, Barbara Montgomery. *Holistic Nursing: Handbook for Practice*. Aspen Publishers, Rockville, Maryland, 1988.
- Freeman, Dan and Jacqueline Rhodes, eds. *Nurses in Vietnam: The Forgotten Veterans*, Texas Monthly Press, Austin, Texas, 1987.
- *Risko* — Heart hazard appraisal for men and women. Offers suggestions for reducing the risk of heart disease. Available from state American Heart Association affiliates, multiple copies are reasonably priced. Request publication number 51-039A. In Oklahoma contact, American Heart Association, Materials Department, 2915 N. Classen Blvd., Suite 220, Oklahoma City, OK 73106; phone (405) 521-9838.

UNIT REFERENCES

- *Adult and Family Living*. Oklahoma Department of Vocational and Technical Education, Stillwater, Oklahoma, 1990.
- *Allied Health Careers*. Oklahoma Department of Vocational and Technical Education, Stillwater, Oklahoma, 1987.
- Ellis, David B. *Becoming a Master Student*. College Survival, Inc., Rapid City, South Dakota, 1985.

- *Successful Study Habits.* Oklahoma Department of Vocational and Technical Education, Stillwater, Oklahoma. 1988.

EVALUATE PERSONAL FOOD HABITS

Food choices are mostly the result of personal food habits. These habits derive from family and friends. Good food habits foster health and fitness. It is never too late to realize diet shortcomings and to begin to improve your choices.

In this activity, rate yesterday's food intake. Complete the chart below. Circle in red the areas that did not receive a score. After completing the chart, write a self-analysis of how to improve food habits.

FOOD	SERVINGS	IF EATEN, SCORE YOURSELF	YOUR SCORE
Vegetables (any variety)	2 servings	10	
Deep green or deep yellow vegetables (broccoli, carrots, or other foods rich in vitamin A)	1 serving	10	
Fruit (any variety)	2 servings	10	
Oranges, grapefruit, tomatoes, or other foods rich in vitamin C	1 serving	10	
Milk and milk products	3-4 servings	15	
Meat, eggs, poultry, fish, peanut butter, or other foods rich in protein	2 servings	10	
Breads or cereal	4 servings	10	
Fats, margarine, butter	1 tablespoon	5	
Water	6 glasses	5	
3 Balanced meals		15	
Total		**100**	

OBJECTIVE 1

Match terms associated with developing techniques for a balanced lifestyle to their definitions.

- **Anxiety** — Feeling of worry or uneasiness about what might happen
- **Attitude** — Mental disposition toward a person, group, thing, or situation
- **Balanced lifestyle** — A dimension of wellness in which all components of wellness are equally represented
- **Behavior** — The way an individual acts or performs
- **Defense mechanism** — Unconscious mental process by which we reduce anxiety over a situation or internal conflict
- **Empathy** — A heart-felt reaction to another's feelings
- **Stress** — The reaction to events that we believe affect our well-being
- **Sympathy** — The recognition of, and response to, another's feelings

Is it Sympathy or Empathy?

Sympathy is not just what we feel for someone who is sad. Sympathy is what occurs anytime we see how someone else feels and act on it. Empathy, on the other hand occurs when we "share" in the feelings.

Sympathy	Empathy
Saying "congratulations!"	Getting excited with the person.
Sending a condolence card.	Writing a sincere letter of sorrow.

- **Time-management** — A systematic procedure for determining the best use of our time
- **Wellness** — Our state of well-being physically, mentally, and spiritually

OBJECTIVE 2

Select from a list desired characteristics of the nursing student.

Nursing students should:

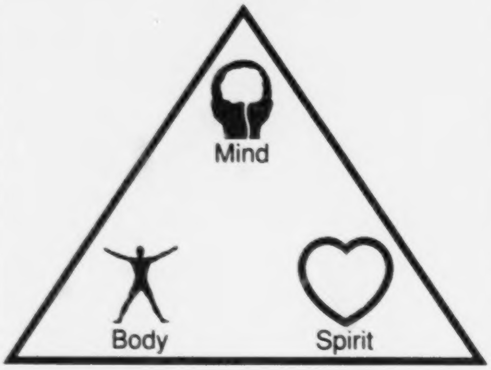
- Be willing to learn and apply knowledge
- Meet responsibilities and commitments
- Remain empathetic, courteous, and unbiased
- Become part of the team
- Be honest and ethical
- Remain poised and calm
- Display a professional and healthy appearance
    - Proper attire
    - Good diet, non-smoking, and other health-related habits

OBJECTIVE 3

Complete statements about factors included in a wellness concept.

There are three important factors in a wellness concept:

- Wellness is the total well-being of a person.
- The state of one part of a person affects all other parts of the person.
- Wellness depends on planning and maintaining a healthy, positive lifestyle.


Wellness Triangle

OBJECTIVE 4

List role demands of a student nurse.

As a student nurse, you "wear many hats." Juggling the different, and often conflicting, demands can be hard. Distinguishing among the role demands may help you set priorities.

Your role as a student is to:

- Attend classes
- Complete work
- Participate in activities

Your role as a parent is to:

- Share time and be involved with your children
- Give physical care to your children
- Provide for your children
- Set a positive example for your children

Your role as a spouse is to:

- Give time for companionship and sharing
- Maintain effective communication
- Share household and parenting responsibilities
- Ensure mutual health and mental and spiritual growth

Your role as an employee is to:

- Be reliable: be where you should be; do what you should do
- Display professionalism in appearance and behavior
- Understand and complete your job responsibilities

OBJECTIVE 5 **Complete a chart displaying components and techniques for maintaining a balanced lifestyle.**

	Component	Technique
Mind 	Responsibility and Challenges	Manage resources wisely Set goals Read and learn Delegate appropriate tasks
	Relaxation	Take breaks Learn to relax Learn to say "No"
Body 	Nutrition	Eat a balanced diet
	Physical Fitness	Exercise Regularly
	Rest	Get a full night's sleep
Spirit 	Time for quiet meditation	Set aside quiet time Practice your spiritual beliefs
	Self-knowledge	Evaluate yourself honestly
	Contentment	Allow yourself time to "smell the roses"
	Stress-reduction	Find a support network Identify and eliminate sources of stress

OBJECTIVE 6 **Describe time-management techniques.**

Managing your time will be easier if you:

- Establish goals
  - Daily goals in a to-do list
  - Short-term goals in a to-do list with dates
  - Written long-term goals
- Determine priorities
  - Rate to-do list items daily, marking the most important items "A," less important items "B," and least important items "C."

  - Remember, that any decision to do something is also a decision not to do something else. If you decide to go to class every morning, you also decide not to sleep late every morning.

- Make a realistic time plan
  - Set deadlines you can meet.
  - Include recreational activities and rest periods in your schedule.

- Be decisive
  - Say "No" if you don't feel you have time to do something.
  - If you have a rest period scheduled, take it.

- Eliminate unnecessary jobs
  - Work smart, not hard.
  - Be willing to compromise quality in unimportant areas.

It's not the way my Mother-in-Law did it...

One student, a wife and mother, fought with her children about making their beds. Every morning she nagged and scolded, but the children still didn't make their beds as well as she felt they should.

When she began looking for time savers, she discovered that she was spending about thirty minutes a day fighting with her kids or making beds for them. She still wanted the beds to look nice, but didn't want to spend that amount of time on an unimportant detail. So, she bought easily-washed bedspreads and matching blankets for the kids. She safety-pinned the bedspreads to the mattresses and laid a neatly-folded blanket on the foot of each bed. At night, the children slept on the bedspread and covered with a blanket. In the morning, all they had to do was fold the blanket and smooth the bedspread.

She explains that it's not what her mother did, and her mother-in-law would never approve—but then they didn't go to school every day either. In the end, she has thirty more minutes every day, the kids don't have to make their beds, and the room looks nice. That's working smart.

- Delegate responsibilities
  - Family responsibilities should be handled by the whole family.
  - Use resources available to you through your school and community.
- Learn the meaning of the word "while."
  - Group similar tasks that can be performed at the same time.

    EXAMPLES: Wash hair brushes while shampooing your hair; run errands on the way to or from school.

- Keep small tasks that can be done during "dead time."

  EXAMPLES: Address Christmas cards while in the doctor's office waiting room; drill spelling words with your kids while washing dishes.

- Offer yourself incentives.
  - Allows you to build up your self-esteem, relax, and enhance your sense of accomplishment all at one time
  - Gives you a goal when completing the task isn't enough
- Evaluate your work habits and improve what you can.
  - Stay organized.
  - Finish jobs you start.
  - Keep a time diary.
  - Don't procrastinate.

DEVELOP TECHNIQUES FOR A BALANCED LIFESTYLE*

You *need* stress in your life! Does that surprise you? Perhaps so, but it is quite true. Without stress, life would be dull and unexciting. Stress adds flavor, challenge, and opportunity to life. Too much stress, however, can seriously affect your physical and mental well-being. A major challenge in this stress-filled world of today is to make the stress in your life work *for* you instead of against you.

Stress is with us all the time. It comes from mental or emotional activity and physical activity. It is unique and personal to each of us. So personal, in fact, that what may be relaxing to one person may be stressful to another. For example, if you're a busy executive who likes to keep busy all the time, "taking it easy" at the beach on a beautiful day may feel extremely frustrating, nonproductive, and upsetting. You may be emotionally distressed from "doing nothing." Too much emotional stress can cause physical illness such as high blood pressure, ulcers, or even heart disease; physical stress from work or exercise is not likely to cause such ailments. The truth is that physical exercise can help you to relax and to handle your mental or emotional stress.

Hans Selye, M.D., a recognized expert in the field, has defined stress as a "non-specific response of the body to a demand." The important issue is learning how our bodies respond to these demands. When stress becomes prolonged or particularly frustrating, it can become harmful—causing *distress* or "bad stress." Recognizing the early signs of distress and then doing something about them can make an important difference in the quality of your life, and may actually influence your survival.

Reacting to Stress

To use stress in a positive way and prevent if from becoming distress, you should become aware of your own reactions to stressful events. The body responds to stress by going through three stages: (1) alarm, (2) resistance, and (3) exhaustion.

*From the National Institute of Mental Health, Division of Communications and Education, *Plain Talk* Series, Ruth Kay, Editor and the U.S. Department of Health and Human Services, Public Health Service, Alcohol, Drug Abuse and Mental Health Administration.

Let's take the example of a typical commuter in rush-hour traffic. If a car suddenly pulls out in front of him, his initial alarm reaction may include fear of an accident, anger at the driver who committed the action, and general frustration. His body may respond in the alarm stage by releasing hormones into the bloodstream which cause his face to flush, perspiration to form, his stomach to have a sinking feeling, and his arms and legs to tighten. The next stage is resistance, in which the body repairs damage caused by the stress. If the stress of driving continues with repeated close calls or traffic jams, however, his body will not have time to make repairs. He may become so conditioned to expect potential problems when he drives that he tightens up at the beginning of each commuting day. Eventually, he may even develop one of the diseases of stress, such as migraine headaches, high blood pressure, backaches, or insomnia. While it is impossible to live completely free of stress and distress, it is possible to prevent some distress as well as to minimize its impact when it can't be avoided.

Helping Yourself

When stress does occur, it is important to recognize and deal with it. Here are some suggestions for ways to handle stress. As you begin to understand more about how stress affects you as an individual, you will come up with your own ideas of helping to ease the tensions.

- **Try physical activity.** When you are nervous, angry, or upset, release the pressure through exercise or physical activity. Running, walking, playing tennis, or working in your garden are just some of the activities you might try. Physical exercise will relieve that "up tight" feeling, relax you, and turn the frowns into smiles. Remember, your body and your mind work together.

- **Share your stress.** It helps to talk to someone about your concerns and worries. Perhaps a friend, family member, teacher, or counselor can help you see your problem in a different light. If you feel your problem is serious, you might seek professional help from a psychologist, psychiatrist, or social worker. Knowing when to ask for help may avoid more serious problems later.

- **Know your limits.** If a problem is beyond your control and cannot be changed at the moment, don't fight the situation. Learn to accept what is—for now—until such time when you can change it.

- **Take care of yourself.** You are special. Get enough rest and eat well. If you are irritable and tense from lack of sleep or if you are not eating correctly, you will have less ability to deal with stressful situations. If stress repeatedly keeps you from sleeping, you should ask your doctor for help.

- **Make time for fun.** Schedule time for both work and recreation. Play can be just as important to your well-being as work; you need a break from your daily routine to just relax and have fun.

- **Be a participant.** One way to keep from getting bored, sad, and lonely is to go where it's all happening. Sitting alone can make you feel frustrated. Instead of feeling sorry for yourself, get involved and become a participant. Offer your services in neighborhood or volunteer organizations. Help yourself by helping other people. Get involved in the world and the people around you, and you'll find they will be attracted to you. You're on your way to making new friends and enjoying new activities.

- **Check off your task.** Trying to take care of everything at once can seem overwhelming, and, as a result, you may not accomplish anything. Instead, make a list of what tasks you have to do, then do one at a time, checking them off as they're completed. Give priority to the most important ones and do those first.

- **Must you always be right?** Do other people upset you-particularly when they don't do things your way? Try cooperation instead of confrontation; it's better than fighting and always being "right." A little give and take on both sides will reduce the strain and make you both feel more comfortable.

- **It's OK to cry.** A good cry can be a healthy way to bring relief to your anxiety, and it might even prevent a headache or other physical consequence. Take some deep breaths; they also release tension.

- **Create a quiet scene.** You can't always run away, but you can "dream the impossible dream." A quiet country scene painted mentally, or on canvas, can take you out of the turmoil of a stressful situation. Change the scene by reading a good book or playing beautiful music to create a sense of peace and tranquility.

- **Avoid self-medication.** Although you can use drugs to relieve stress temporarily, drugs do not remove the conditions that caused the stress in the first place. Drugs, in fact, may be habit-forming and create more stress than they take away. They should be taken only on the advice of your doctor.

The Art of Relaxation

The best strategy for avoiding stress is to learn how to relax. Unfortunately, many people try to relax at the same pace that they lead the rest of their lives. For a while, tune out your worries about time, productivity, and "doing right." You will find satisfaction in just *being* without striving. Find activities that give you pleasure and that are good for your mental and physical well-being. Forget about always winning. Focus on relaxation, enjoyment, and health. *Be good to yourself.*

MORE THAN A DIARY

As a child, you probably kept a diary. You may have gotten a small, locking diary as a gift, written in it every day, and then hidden it so nobody would learn your deepest secrets. Maybe a teacher required you to keep a journal for one of your classes, but you stopped when the assignment was completed. It's a shame that very few of us continue to keep a diary or journal as adults.

Even for adults, a journal can be a friend who listens, a place to sort out your thoughts, and a way to remember what has happened. It is a way to build self-esteem, encourage creativity, and organize your thoughts. It's easy, it's free, and is not fattening!

To keep a journal, all you need is a pen and some paper. A 3-ring binder, spiral notebook, or drawing pad can make a good journal, but anything you can write on will work.

As you keep your journal, remember that it is not a school assignment. If you write in it once and then forget to for a week, so what? Just write whenever you want to and however you want to: draw pictures, write lists, poems, dialogues, whatever. It's *your* diary. If you feel like writing in red crayon, do it. No one will tell.

TYPES OF COPING MECHANISMS

Compensation — Developing a desirable trait to counter-balance a weak or undesirable one

EXAMPLES: A student who does not perform well in sports may concentrate on making good grades.

Conversion — Changing emotional conflicts into physical symptoms

EXAMPLE: You may get ill (headache) just prior to an activity that you really do not want to do (take a test).

Denial — Evading disagreeable realities by ignoring them

EXAMPLE: A physician informs her patient that he has cancer. Five minutes after the doctor leaves, the patient asks when the doctor will be here to visit so that he can find out what is wrong with him.

Displacement — Transferring feelings about a person or thing to another, safer object

EXAMPLE: You are mad at your spouse and yell at the dog.

Identification — Taking on the thoughts or feelings of another person as if they were your own

EXAMPLE: Crying at a sad movie.

Projection — Blaming others for our own mistakes and shortcomings

EXAMPLE: "I couldn't work in that office because the boss had it in for me."

Rationalization — Justifying behavior by finding a logical motive for what we want to do

EXAMPLE: When you buy something you really cannot afford, you tell yourself that it was such a bargain that it saved you money.

Regression — Retreating to a former level of behavior

EXAMPLES: Pouting or throwing temper tantrums

Repression — Pushing threatening or painful thoughts into the unconscious mind

EXAMPLE: If bitten by a dog, a child may grow up to be afraid of dogs, but not recall why.

Sublimation — Redirecting a negative drive to a constructive activity

EXAMPLE: Ellen loves sports, and she often uses them to work out her feelings and hostility instead of directing these feelings towards others.

ARE YOU A WINNER?*

We all have colleagues who are confident and optimistic—even about difficult assignments. Denis E. Waitley in *The Psychology of Winning* notes these "winners" have special qualities that help them stay positive about their careers and themselves. Which ones do you have?

- **Positive self-expectancy.** Life's a self-fulfilling prophecy. If you expect something bad to happen, it probably will.

  Loser: "I'll never learn that technique."
  Winner: "I performed well today. Tomorrow I'll do even better."

- **Positive self-motivation.** Don't dwell on your limitations. Instead, think about the rewards you'll get if you reach your goals.

  Loser: "I *have* to do this assignment, but I know it won't turn out right."
  Winner: "I'd like to try this. I know I can do it."

- **Positive self-image.** Rightly or wrongly, many people base their impression of you on the way you look. Let people know that your career's a priority in your life by always dressing your best.

  Loser: "I've been sloppy all my life. I must have been born that way."
  Winner: "I can change my old habits."

- **Positive self-direction.** Learn to clearly define your goals for the week, the month, and the year. Set your sights high, but don't be unrealistic. Map out your goals now, and take the first steps to accomplish them as soon as possible.

  Loser: "Whatever happens, happens."
  Winner: "I have goals, and I know how to reach them."

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- **Positive self-control.** You control your life, so take the credit—or the blame—for whatever happens as a result of your actions. Be honest.

  Loser: "I was told to do that."
  Winner: "Yes, I did do that, and I accept full responsibility."

- **Positive self-discipline.** Just as you control your outward actions, you also need to control your inward actions. Try to limit your negative thoughts by conditioning your mind to accept positive encouragement from yourself.

  Loser: "There's no way I can do that."
  Winner: "Sure, I can do that."

- **Positive self-esteem.** The way you feel about yourself can determine whether or not you'll succeed or fail. You have to develop a sense of your own self-worth and learn to believe in yourself.

  Loser: "I wish I were nurse-manager; *then* I could really accomplish things."
  Winner: "I know I can do well because I'm the kind of person who succeeds."

- **Positive self-perspective.** Your personality has many facets, so you need to be aware of your *whole* self (nurse, wife, mother, neighbor, and so on). Clarifying your roles will help you see where you fit in life's big picture and how others depend on you to make *them* whole people.

  Loser: "Why should I care about others? I just want to get by."
  Winner: "I try to give of myself as much as possible."

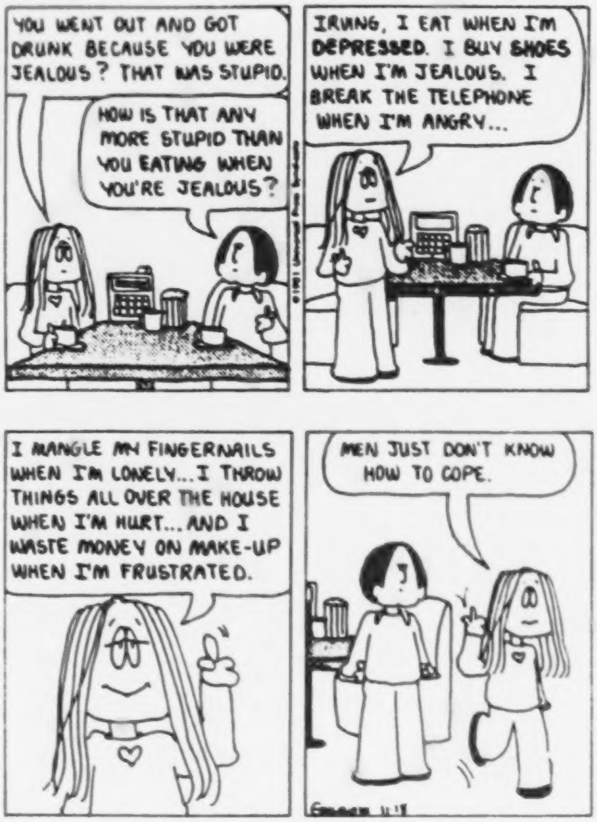
- **Positive self-awareness.** Know your own potential, and keep in mind the future roles you'll need to play and the goals you should accomplish to fulfill your potential. To increase your self-awareness, attend seminars or workshops.

  Loser: "I don't know what I can do. I've never had the chance to try."
  Winner: "I know my strengths. I know my weaknesses, too, and I plan to improve."

- **Positive self-projection.** The way you communicate with people can either build or break relationships. Try to listen more than you talk. When you do speak, be clear and direct so you're not misunderstood.

Loser:	"We should probably forget this. I have no idea what you're saying."
Winner:	"Tell me what you want, and I'll be glad to work with you."

CATHY


YOU WENT OUT AND GOT DRUNK BECAUSE YOU WERE JEALOUS? THAT WAS STUPID.
HOW IS THAT ANY MORE STUPID THAN YOU EATING WHEN YOU'RE JEALOUS?
IRVING, I EAT WHEN I'M DEPRESSED. I BUY SHOES WHEN I'M JEALOUS. I BREAK THE TELEPHONE WHEN I'M ANGRY...
I MANGLE MY FINGERNAILS WHEN I'M LONELY... I THROW THINGS ALL OVER THE HOUSE WHEN I'M HURT... AND I WASTE MONEY ON MAKE-UP WHEN I'M FRUSTRATED.
MEN JUST DON'T KNOW HOW TO COPE.

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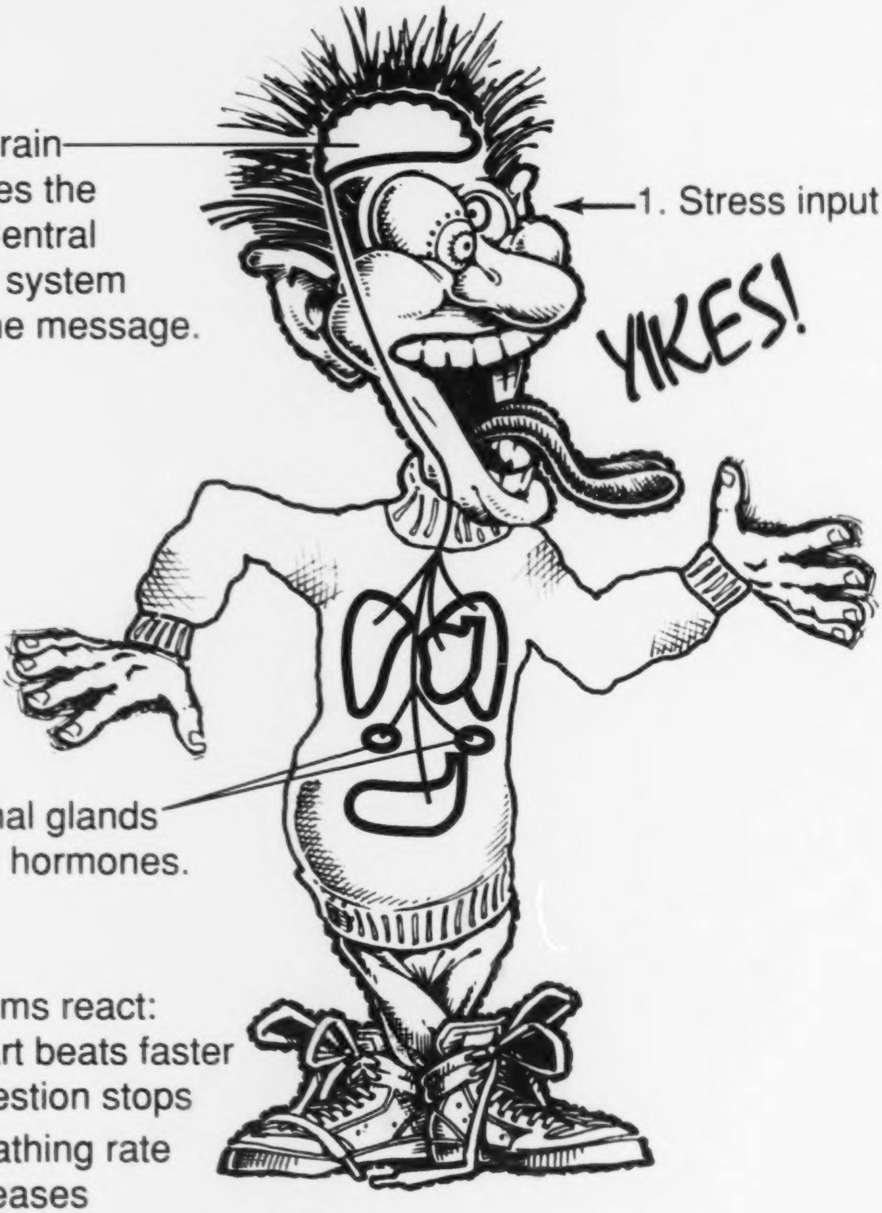
The Body's Response to Stress



1. Stress input

2. The brain processes the input. Central nervous system relays the message.

3. Adrenal glands produce hormones.

4. Systems react:
   - Heart beats faster
   - Digestion stops
   - Breathing rate increases
   - Increased muscle strength
   - Sweating

PROCRASTINATION

Procrastination is my sin,

It brings to me much sorrow.

I think that I'll stop doing that.

In fact, I'll stop tomorrow.

The Basics of Managing Your Time (Managing Your Life)

Long-term
goal reached

↑
Short-term goal
reached — another set

↑
Short-term goal
reached — another set

↑
Short-term goal
reached — another set

↑
Plans
— Short-term
— Long-term

↑
Time Management
— Schedules
— Habits

↑
Events or Items
— New information
— Daily "To Do" List
— Unforeseen Circumstances

ACTIVITY SHEET 1

DEVELOPING TECHNIQUES FOR A BALANCED LIFESTYLE

III

ANALYZE PERSONAL REASONS FOR PROCRASTINATION

Procrastination can ruin your time schedule. Some people can manage and function quite effectively only when faced with imposed deadlines. If such people can substitute self-set deadlines for those imposed, they, rather than other people or other situations, will be managers of their time.

Indicate your answer by circling the number.

1. If I had a long and difficult assignment facing me, my first response would be to ___.

   a. begin with the hardest part and finish that first
   b. begin with the easiest part and finish that first
   c. study the entire problem and plan my approach to it

2. My idea of a good day's work is ___.

   a. to start and finish several assignments that I can handle by myself
   b. to finish as much work as I can before starting anything new
   c. to be sure I've attended to all the bits and pieces and am ready to handle something big first thing the next morning

3. The sooner I get my teeth into a job, ___.

   a. the sooner I can be done with it
   b. the more time I have to do it properly
   c. the sooner I understand what will eventually have to be done

4. Every so often, I have to postpone some important work, but this is all right because ___.

   a. it gives me a breather and a chance to do something more immediate
   b. otherwise, I'd probably be putting the cart before the horse
   c. if I work straight through on a project, I find myself stale and tired

Reading Comprehension Skills
- Analyze cause and effect
- Draw conclusions
- React to written material

Functional Reading Skills
- Follow written instructions

Language Skills
- State ideas clearly

Functional Writing Skills
- Complete forms and records

Operation and Calculation Skills
- Calculate with whole numbers

General Relating Skills
- Identify personal values/attitudes
- Apply information to life experiences

Cognitive Activity Skills
- Identify critical elements/issues
- Identify underlying causes
- Analyze/synthesize information
- Draw conclusions
- Evaluate results/outcomes

Job Acquisition/Development Skills
- Develop good work habits/attitudes
- Develop self confidence/esteem

Functional Social Studies Skills
- Practice good work ethics

5. How many different projects are you comfortable working on at one time? ______

6. On the average, what percentage of your projects should take less than six hours of actual work time to complete? ______

7. On the average, what percentage of your projects do you actually start and complete in one day of work? ______

8. List each major project you are facing right now that you have postponed.

9. List all of your most common reasons for putting off a piece of work.

10. List all the activities you plan to pursue as soon as you find more time.

____

____

____

____

Rate yourself on the following statements on a scale of 1 to 10 with 1 meaning "not true at all" and 10 meaning "almost always true."

11. I would skip lunch to finish a project rather than miss an important deadline.

Rating ____________

12. Little interruptions in the middle of some important piece of work do not usually bother me.

Rating ____________

13. When I have a deadline to meet, I try to finish well ahead of time.

Rating ____________

14. As I look back on the past few years, I can see that I have been able to do most of the activities I wanted to do.

Rating ____________

PART II — SCORING THE SURVEY

Score questions 1 through 4 as follows:

For Answer 1, give yourself 2 points.

For Answer 2, give yourself 4 points.

For Answer 3, give yourself 6 points.

Total score for Questions 1 through 4: ____________

For question 5, the number you answered is your score.

Total score for Question 5: ____________

For questions 6 and 7, divide the answer to question 6 by the answer to Question 7. If the result is:

1 or less than 1, give yourself 0 poinfs.

2 or more, but less than 5, give yourself 10 points.

5 or more, give yourself 20 points.

Total score for Questions 6 and 7 — ____________

For questions 8, 9, and 10, the number of items you listed is your score.

Total score for Questions 11 through 12, add up your self-rating and subtract this number from 40. The result is your score.

Total score for Questions 11 through 12: ____________

Now, add all your scores together to find your final score.

FINAL SCORE................................ ____________

PART III — WHAT DOES YOUR SCORE MEAN

The scale is open, which means that there is no limit on how high the total can go. It tends to fall below 150, and very often it never climbs higher than about 90. The lowest score you can get is 10. If you scored between 11 and 35 points, you probably do not postpone work you should be doing now. You no doubt have a tendency to delay your initial plunge into a new project.

If you scored between 36 and 55, you are better than average when it comes to starting right in on your work. Generally, procrastination is probably not your biggest time waster.

If you scored between 56 and 90, you are an average individual when it comes to procrastination. This means that you probably hesitate when you should act, postpone when you should get started, and put off the important but anxiety-producing work you should really be concentrating on.

If you scored over 90, procrastination is seriously getting in your way and may even be the biggest obstacle between you and total time-management. You may want to go over some of the suggestions given for better time-management and see how you can improve your work habits.

INSTRUCTIONAL SUPPLEMENT FOR ACTIVITY SHEET 1

Skill development for:
READING SKILLS
WRITING SKILLS
MATH SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by asking students if they have a particular duty or chore they dislike. Ask if they are more likely to do it immediately in order to get it over with quickly or more likely to postpone it to the last moment.

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Analyze cause and effect

— Draw conclusions

— React to written material

— Follow written instructions

WRITING SKILLS

— State ideas clearly

— Complete forms and records

MATH SKILLS

— Calculate with whole numbers

INTERPERSONAL/RELATING SKILLS

— Identify personal values/attitudes

— Apply information to life experiences

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Identify critical elements/issues
- Identify underlying causes
- Analyze/synthesize information
- Draw conclusions
- Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Develop good work habits/attitudes
- Develop self-confidence/esteem

SOCIAL STUDIES SKILLS

- Practice good work ethics

- Remind students there are no right or wrong answers. They are not competing against anyone, but trying to learn about themselves.
- If students vacillate about choices, advise them to choose their first response. If they have trouble answering the questions, suggest they try to recall a specific incident and remember how they felt or what they did.
- Students may want to work with a partner for scoring their survey.
- Look up "procrastination" in the dictionary and read definition to class.
- Encourage a discussion about what students often procrastinate. Have them make suggestions about ways to avoid this behavior.
- With the entire class or in small groups of 3 to 5, have students share the activities they wrote for #10. Encourage them to explain why they have postponed these activities.

- If students have trouble understanding why good time-management skills are sought by employers, ask them to think about how they would feel if they were patients. Would they prefer well planned care or care delivered at the last minute?

- Discuss with students how developing time-management skills is like problem solving and/or the nursing process.

Assess the situation
Analyze the problem
Plan for change
Implement the plan
Evaluate the results

ACTIVITY SHEET 2

DEVELOP TECHNIQUES FOR BALANCED LIFESTYLE

III

ANALYZE YOUR TIME-MANAGEMENT SKILLS

Whether you are a pretty good time manager or a chronic time-waster, you can start to improve your use of time. First, analyze your personal time-management skills. Many people are aware that they need to manage time, but most fail to do so.

Analyze your time-management skills by checking either "yes" or "no" to the following statements.

		YES	NO
1.	Do you start the day before thinking through what has to be done?	____	____
2.	Do you start a job before thinking it through?	____	____
3.	Do you leave jobs before they are completed?	____	____
4.	Do you do the easy or less important work first before the more important (and possibly more unattractive) work?	____	____
5.	Do you do work by hand that a machine could do?	____	____
6.	Do you try to do things that aren't really your job, such as jobs assigned to other people?	____	____
7.	Do you spend a lot of time doing the things you have always done and are good at doing?	____	____
8.	Do you feel that it is easier to do things the way you have always done them even though a new way is better?	____	____

Reading Comprehension Skills
- Analyze cause and effect
- Draw conclusions
- React to written material

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

Operation and Calculation Skills
- Calculate with whole numbers

General Relating Skills
- Identify personal values/attitudes
- Apply information to life experiences

Cognitive Activity Skills
- Identify critical elements/issues
- Identify underlying causes
- Analyze/synthesize information
- Draw conclusions
- Evaluate results/ outcomes

Job Acquisition/ Development Skills
- Develop good work habits/attitudes
- Develop self confidence/esteem

Functional Social Studies Skills
- Practice good work ethics

	YES	NO
9. Do you start projects that you have little interest in or know that you probably will not finish?	____	____
10. Do you make sure that short, easy tasks get done first?	____	____
11. Do you fail to anticipate crises?	____	____
12. Do you handle a large number of different jobs?	____	____
13. Do you handle the concerns of others immediately when requested?	____	____
14. Do you socialize either in person or via telephone with friends or neighbors several times daily?	____	____
15. Do you get distracted by things around the house such as newspapers, TV, or friends who drop in to see you while you are working?	____	____
16. Do you make several trips rather than grouping errands together for one trip?	____	____

To rate yourself, count the number of "yes" answers and the number of "no" answers. If you answered "yes" more often than "no," you have a lot of work ahead. If you have three to seven "yes" answers, you can improve the effective use of your time. If you answered "yes" to more than twelve questions, you are in big trouble. You might want to list changes you could make in the items that you checked "yes" in order to be a better manager of time.

DEVELOP TECHNIQUES FOR A BALANCED LIFESTYLE

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 2

Skill development for:
READING SKILLS
WRITING SKILLS
MATH SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by encouraging a discussion about how students spend their time. Ask: Do you have a regular time for studying? For spending time with family? For recreation? etc.

- Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  — Analyze cause and effect

  — Draw conclusions

  — React to written material

  — Follow written instructions

  WRITING SKILLS

  — Complete forms and records

  MATH SKILLS

  — Calculate with whole numbers

  INTERPERSONAL/RELATING SKILLS

  — Identify personal values/attitudes

  — Apply information to life experiences

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Identify critical elements/issues
- Identify underlying causes
- Analyze/synthesize information
- Draw conclusions
- Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Develop good work habits/attitudes
- Develop self-confidence/esteem

SOCIAL STUDIES SKILLS

- Practice good work ethics

- The teacher may want to answer the questions on the management skills scale, too. Share some "yes" responses with the class.
- Students may misinterpret some items in the list. Check to see if students misunderstood. Begin a class discussion about why "yes" answers indicate poor time management. Then, divide the class into small groups of 3 to 5 students to continue the discussion.
- If students have difficulty with the creative thinking/problem solving skills, engage the class in a brainstorming activity to come up with ways to change current time-wasting behavior. After listing several ways, brainstorm again and list activities students would have time to do if they were better time managers.
- Encourage students to carry and use the small, credit-card size calculators, if necessary.
- Refer to the instructional supplement for Activity Sheet 1 for more ideas.

ASSIGNMENT SHEET 1

DEVELOP TECHNIQUES FOR A BALANCED LIFESTYLE

III

NAME ______________________________ SCORE ________

OBJECTIVE 7

Evaluate personal stressors.

INTRODUCTION

This Social Readjustment Rating Scale*, designed to estimate the amount of stress in a person's life over a twelve-month period, lists forty-two life changes to which a person may have been exposed. The more stress a person experiences, the higher the possibility of physical illness.

Each life change is given a number to designate its value in Life Change Units (LCUs). A person who has been exposed to a level of 300 points or above is at risk of developing a serious illness over the next two years. This does not mean that everyone with a high LCU level will develop a major illness; it just means the risk is higher.

DIRECTIONS

Look at each item in Column 1 on the next page. For each life event that has occurred in your life during the past twelve months, mark the event value in column 3. After you have completed the list, add up all the values in Column 3 for your total points. If you have over 300 points, you may be in need of some stress reducers.

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

Operation and Calculation Skills
- Calculate with whole numbers

Life Science Skills
- Investigate health issues (medical, ergonomic, nutrition, mental health

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*Reprinted with permission from *Journal of Psychosomatic Research*, Volume 11, T.H. Holmes and R.J. Rahe, "The Social Readjustment Rating Scale," Copyright 1967, Pergamon Press, plc.

General Relating Skills
- Identify personal values/attitudes
- Apply information to life experiences

Cognitive Activity Skills
- Identify critical elements/issues
- Identify underlying causes
- Analyze/synthesize information
- Draw conclusions
- Evaluate results/outcomes

Job Acquisition/ Development Skills
- Develop self confidence/esteem

Basic Skills (continued)

SOCIAL READJUSTMENT RATING SCALE

1 Life Event	2 Event Value	3 Your Score
Death of spouse	100	
Divorce	73	
Marital separation	65	
Jail term	63	
Death of close family member	63	
Personal injury or illness	53	
Marriage	50	
Fired at work	47	
Marital reconciliation	45	
Retirement	45	
Change in health of a family member	44	
Pregnancy	40	
Sex difficulties	39	
Gain of a new family member	39	
Business readjustment	39	
Change in financial state	39	
Death of a close friend	37	
Change to a different line of work	36	
Change in number of arguments with spouse	35	
Mortgage over $10,000	31	
Foreclosure of mortgage or loan	30	
Change in responsibilities at work	29	
Son or daughter leaving home	29	
	Subtotal	

1 Life Event	2 Event Value	3 Your Score
Trouble with in-laws	29	
Outstanding personal achievement	28	
Spouse begins or stops work	26	
Begin or end school	26	
Change in living conditions	25	
Revision of personal habits	24	
Trouble with boss	23	
Change in work hours or conditions	20	
Change in residence	20	
Change in schools	20	
Change in recreation	19	
Change in church activities	19	
Change in social activities	18	
Mortgage or loan less than $10,000	17	
Change in sleeping habits	16	
Change in number of family gatherings	15	
Change in eating habits	15	
Vacation	13	
Christmas	12	
Minor violations of the law	11	
	Subtotal	
	Previous Page Subtotal	
	Total	

DEVELOP TECHNIQUES FOR A BALANCED LIFESTYLE

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 1

Skill development for:
READING SKILLS
WRITING SKILLS
MATH SKILLS
SCIENCE SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by asking students to consider the amount of stress in their lives. This may be especially applicable to those students who are married or divorced and who have children and also have a job.

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Follow written instructions

WRITING SKILLS

— Complete forms and records

MATH SKILLS

— Calculate with whole numbers

SCIENCE SKILLS

— Investigate health issues (medical, ergonomic, nutrition, mental health)

INTERPERSONAL/RELATING SKILLS

— Identify personal values/attitudes

— Apply information to life experiences

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Identify critical elements/issues

— Identify underlying causes

— Analyze/synthesize information

- Draw conclusions
- Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Develop self-confidence/esteem

- The teacher may want to fill out the Social Readjustment Rating Scale and share some results with the class.
- Review directions with class to be sure everyone understands.
- Tell students to double check their calculations of the totals. Using calculators is permissible.
- Remind students not to feel bad if some of these events have happened to them. They are part of life's learning experiences. What is important is our reactions to them or how we cope with them. If we view them as negative, they will remain so. We always have the ability to change our thoughts from dwelling on the negative to envisioning the positive.
- Students may want to share reactions to some of the items on the scale. Encourage them to talk about whatever they feel comfortable with.
- If students keep journals, suggest that they record something in them sparked by what this assignment made them think about.
- Ask why some items, especially those we usually view as positive, are on the scale: e.g. vacations, Christmas, beginning or end of school, marriage
- If students have difficulty with the creative thinking/problem solving skills, discuss several events listed on the inventory. Explain that each event may not be extraordinarily stressful, but the cumulative effect of many stressful events may be cause for concern.
- Relate this assignment to the **Analysis** step of the nursing process.

ASSIGNMENT SHEET 2

DEVELOP TECHNIQUES FOR A BALANCED LIFESTYLE

NAME ______________________________ SCORE ______

OBJECTIVE 8 **Determine your position on a health continuum.**

INTRODUCTION True wellness means a well-rounded lifestyle which enhances and strengthens all aspects of life. The exercise below may help highlight areas of strength and areas that need a little work.

DIRECTIONS For each line, award yourself points based on the following scale

1 — Always true
2 — Sometimes true
3 — Undecided
4 — Sometimes untrue
5 — Always untrue

Functional Reading Skills
- Follow written instructions

Operation and Calculation Skills
- Calculate with whole numbers

Data Analysis and Display Skills
- Interpret graphs (line, bar, pie, picture)

Life Science Skills
- Investigate health issues (medical, ergonomic, nutrition, mental health)

General Relating Skills
- Identify personal values/attitudes
- Apply information to life experiences

EMOTIONAL

1. I am able to deal with the pressures of life. ______
2. I can resolve issues with my family. ______
3. I can establish friendships easily. ______
4. I am comfortable expressing my feelings with others. ______
5. I am considerate of other's feelings. ______
6. I take responsibility for my own behavior. ______
7. I expect that others will successfully share their feelings and emotions. ______

Total ______

INTELLECTUAL

1. I believe my study habits are adequate. ______
2. I can handle my personal finances satisfactorily. ______
3. I am able to effectively schedule my time. ______
4. I feel capable of making important decisions. ______
5. I know how to set and reach goals and objectives. ______

Adapted from Blimling: *The Experienced Resident Assistant: Readings, Case Studies, and Structured Group Exercises for Advanced Training*, 1989. Used with permission of Kendall/Hunt Publishing Company.

Cognitive Activity Skills
- Identify critical elements/issues
- Identify underlying causes
- Analyze/synthesize information
- Draw conclusions
- Evaluate results/ outcomes

Job Acquisition/ Development Skills
- Develop self confidence/esteem

Social Studies Application Skills
- Investigate/apply principles of psychology

6. I understand the value of mini-computers and word processors. ______
7. I expect others will take their academic studies seriously. ______

Total ______

SOCIAL

1. I anticipate working out any problems with those with whom I live. ______
2. I like to have some private time on occasion. ______
3. I feel skillful in human relations. ______
4. I am able to assert myself when necessary. ______
5. I feel secure going places where I might not know anyone. ______
6. I believe it is important to do things with others. ______
7. I expect that others will work out satisfactory compromises on conflict in the neighborhood. ______

Total ______

PHYSICAL

1. I am within 5-10 pounds of my ideal body weight. ______
2. I understand the seriousness of eating disorders such as bulimia or anorexia. ______
3. I intend to exercise regularly (20 to 30 minutes of continuous activity at least three times a week). ______
4. I know and use ways to handle stress. ______
5. I am knowledgeable about birth control methods and post-pregnancy options. ______
6. I know how to protect myself from sexual assault (including date rape). ______
7. I expect those I associate with will not be getting drunk or high. ______

Total ______

SPIRITUAL

1. I am comfortable with others who have a different sexual orientation than mine. ______
2. I take time out for spiritual growth and development. ______
3. I anticipate my values and beliefs will be challenged by others. ______
4. I intend to expand my awareness of different ethnic, racial, and religious groups. ______
5. I am tolerant of others' point of view. ______
6. I am able to set personal limits in an intimate relationship. ______
7. I expect that others will satisfactorily handle harassment about their sexual orientation, race, or religion. ______

Total ______

OCCUPATIONAL

1. I have decided upon my academic area of study. ______
2. I have identified my career interests, skills, and abilities. ______
3. I understand job search skills (resume preparation, interviewing, follow-up, etc.) ______
4. I know about available career resources. ______
5. I have decided my career plans following training. ______
6. I have a good idea how career and marriage fit together. ______
7. I expect that others will have well-defined career and life plans. ______

Total ______

35 points are possible in each area.

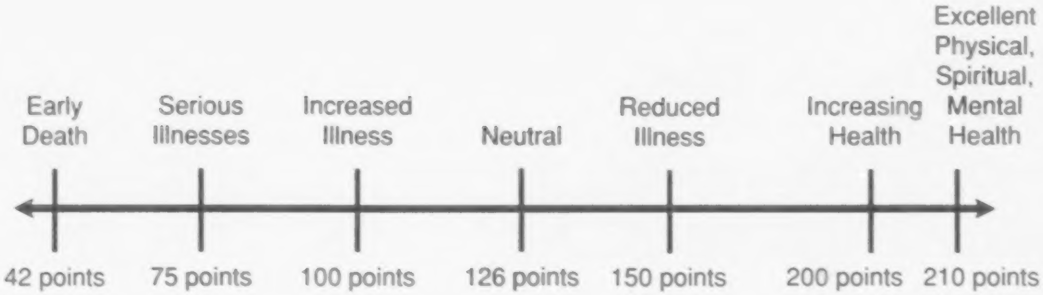
Which is your strongest? ____________________

Which is your weakest? ____________________

Using your score from the previous page, find where you fall on the health continuum below. On the line place a mark that corresponds to your score.

EXAMPLE: If you scored 154, place your mark a little to the right of 150 on the line.

Remember: You can change your place on the health continuum by changing your lifestyle.


Early Death
42 points
Serious Illnesses
75 points
Increased Illness
100 points
Neutral
126 points
Reduced Illness
150 points
Increasing Health
200 points
Excellent Physical, Spiritual, Mental Health
210 points

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 2

Skill development for:
READING SKILLS
MATH SKILLS
SCIENCE SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by asking students if they are familiar with a continuum scale. Ask a volunteer to explain what it is. Analyze what continuum means. Ask students what related words they know: e.g. continue, continuation, etc.

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Follow written instructions

MATH SKILLS

— Calculate with whole numbers

— Interpret graphs (line, bar, pie, picture)

SCIENCE SKILLS

— Investigate health issues (medical, ergonomic, nutrition, mental health)

INTERPERSONAL/RELATING SKILLS

— Identify personal values/attitudes

— Apply information to life experiences

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Identify critical elements/issues

— Identify underlying causes

— Analyze/synthesize information

— Draw conclusions

— Evaluate results/outcomes

EMPLOYABILITY SKILLS

— Develop self-confidence/esteem

SOCIAL STUDIES SKILLS

— Investigate/apply principles of psychology

- Tell students to answer as honestly as possible. There are not right or wrong answers. The purpose is to discover one's strengths and weaknesses for self-analysis, not for judgment or chastisement.

- The teacher may want to fill out the health continuum and share results with the class.

- Remind students to double check calculations. They may use a calculator or have a partner check figures.

- Remind students to write down the area of their greatest strength and weakness on the third page of the assignment sheet. Have them consider how they might improve the weakest area.

- Encourage students to give their reactions to the activity. Ask: What would you add/delete/change? Do you think the continuum scale is an adequate reflection of you? Why/why not?

- If students have trouble assigning point values, have them think of specific instances where they did or did not do the activities suggested.

ASSIGNMENT SHEET 3

DEVELOP TECHNIQUES FOR A BALANCED LIFESTYLE

III

NAME ____________________ SCORE ______

OBJECTIVE 9 **Develop a plan to promote personal high-level wellness.**

INTRODUCTION The last two assignment sheets gave you an indication of your state of wellness. Now it is time to determine what you might do to improve it.

DIRECTIONS Look at results of Assignment Sheets 1 and 2. List three steps you can take to move yourself one notch to the right on the wellness continuum.

Reading Comprehension Skills
- Analyze cause and effect
- Draw conclusions
- Make generalizations

Functional Reading Skills
- Follow written instructions

Language Skills
- State ideas clearly

Life Science Skills
- Investigate health issues (medical, ergonomic, nutrition, mental health

General Relating Skills
- Identify personal values/attitudes
- Apply information to life experiences

Cognitive Activity Skills
- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions
- Evaluate results/ outcomes

My areas of strength are: ____________________

____

My areas of weakness are: ____________________

____

Factors in my life over which I have no control are: ____________________

____

____

My most immediate physical weakness is: ____________________

____

My most immediate mental weakness is: ____________________

____

My most immediate spiritual weakness is: ____________________

____

Job Acquisition/ Development Skills
- Develop self confidence/esteem

Social Studies Application Skills
- Investigate/apply principles of psychology

Steps I can take include:

Goal	Means to achieve goal	Target date

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INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 3

Skill development for:
READING SKILLS
WRITING SKILLS
SCIENCE SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by asking students if they make New Year's resolutions. Ask: What do you usually resolve to do? Do you usually achieve your goal? If not, why not? Suggest that we often do not take enough time to plan how to achieve New Year's resolutions and that we may expect immediate results.

- Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  — Analyze cause and effect

  — Draw conclusions

  — Make generalizations

  — Follow written instructions

  WRITING SKILLS

  — State ideas clearly

  SCIENCE SKILLS

  — Investigate health issues (medical, ergonomic, nutrition, mental health)

  INTERPERSONAL/RELATING SKILLS

  — Identify personal values/attitudes

  — Apply information to life experiences

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  — Identify critical elements/issues

- Analyze/synthesize information
- Draw conclusions
- Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Develop self-confidence/esteem

SOCIAL STUDIES SKILLS

- Investigate/apply principles of psychology

- Tell students this self-assessment is difficult. They may want to think of what someone else, for example, a husband, wife, friend, parent, sibling, teacher, might say. Also, the questions focus on weaknesses. Suggest that students think in terms of their physical, mental, and spiritual strengths as well and list these.

- Tell students that for item #3, the words "little control" might be a better choice than "no control." If we believe in free will, we always have control, even if it is not obvious on the surface. For example, if I do not want to pay taxes, I can opt not to work, to hire a clever lawyer, or go to jail. Choice is also a possibility in interpersonal relationships that seem overwhelming.

- Encourage a discussion about realistic goals for self-improvement. Ask: How can we make goals more successful than our forgotten New Year's resolutions?

- Analyze what spiritual weakness means. Ask: Does if refer only to religion? Can it include our interactions with others?

- Students may want to work in small groups of 3 to 5 to brainstorm goals for realistic changes and ways to achieve them. Choose a leader to make sure everyone contributes, a timekeeper to make sure no one dominates, and a secretary/reporter to tell the entire class what the group decided.

- If students have trouble with goal-setting, suggest that each goal can be reached by taking specific steps toward it. (See example on next page.)

Goal	Means to Achieve It	Target Date
Lose 10 pounds	1. Eat more fresh fruits and vegetables 2. Reduce fat intake 3. Cut out candy and pop 4. Take a 20 minute walk every day	60 days from today

ASSIGNMENT SHEET 4

DEVELOP TECHNIQUES FOR A BALANCED LIFESTYLE

NAME ______________________________ SCORE ________

OBJECTIVE 10

Determine a plan to improve your position on the health continuum.

INTRODUCTION

Once a position on the health continuum has been determined, the hard work starts. Everyone can improve his or her position. The first, and for some the most difficult step, is planning charges in lifestyle. As a health care worker, you will assist in setting goals and formulating plans to meet them.

DIRECTIONS

Use the information in Assignment Sheets 1, 2, and 3 to help your partner determine appropriate goals and activities to reach them. Have your partner complete his or her contract and sign it. Then allow your partner to help you determine your plan to increase your level of wellness. Refer to the example below before completing your contract on the next page.

I, ______student name______, agree to take the steps listed below to increase my level of wellness:

Goal:	Target date	Activities
Lose 10 lbs.	3-15	• Exercise 30 min./day • Cut calorie intake to 1200 cal/day • Eat last meal before 7:00 pm • Stop snacking between meals

___Your signature___________ ___Today's date___
Signed Date

___Your partner's signature___________ ___Today's date___
Signed Date

Functional Reading Skills
- Follow written instructions

Language Skills
- State ideas clearly

Functional Writing Skills
- Complete forms and records

Life Science Skills
- Investigate health issues (medical, ergonomic, nutrition, mental health

Listening Skills
- Apply active listening skills
- Draw conclusions/ make generalizations
- Analyze/identify point of view

Interactive Communication Skills
- Apply questioning techniques
- Work effectively in a group

Basic Skills (continued)

General Relating Skills

- Participate in group activities
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative Skills

- Identify values/ attitudes
- Identify needs/drives
- Select/apply appropriate behavior
- Investigate/identify personal styles
- Give/receive feedback
- Control undesirable/ inappropriate behavior
- Clarify goals/ objectives
- Present point of view

Leadership/Influencing Skills

- Develop esteem in self/others
- Provide positive coaching

Cognitive Activity Skills

- Collect/record information
- Identity critical elements/issues
- Define a problem
- Devise a solution
- Transfer knowledge/ training to new situations
- Develop an action plan
- Evaluate results/ outcomes

Job Acquisition/ Development Skills

- Develop good work habits/attitudes
- Develop self confidence/esteem

Contract

I, ______________________________, agree to take the steps listed below to increase my level of wellness:

Goal	Target date	Activities

______________________________ ____________

Signed Date

______________________________ ____________

Signed Date

BASIC SKILLS

DEVELOP TECHNIQUES FOR A BALANCED LIFESTYLE

III

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 4

Skill development for:

- READING SKILLS
- WRITING SKILLS
- SCIENCE SKILLS
- INTERPERSONAL/RELATING SKILLS
- ORAL COMMUNICATION SKILLS
- INTERPERSONAL/RELATING SKILLS
- CREATIVE THINKING/PROBLEM SOLVING SKILLS
- EMPLOYABILITY SKILLS
- SOCIAL STUDIES SKILLS

- Introduce assignment by asking students if they are ready to make a commitment to improving themselves in a positive way. Instead of waiting for the New Year, they can have a head start by beginning today.

  Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  — Follow written instructions

  WRITING SKILLS

  — State ideas clearly

  — Complete forms and records

  SCIENCE SKILLS

  — Investigate health issues (medical, ergonomic, nutrition, mental health)

  ORAL COMMUNICATIONS SKILLS

  — Apply active listening skills

  — Draw conclusions/make generalizations

  — Analyze/identify point of view

  — Apply questioning techniques

  — Work effectively in a group

INTERPERSONAL/RELATING SKILLS

- Participate in group activities
- Identify personal values/attitudes
- Apply information to life experiences
- Identify values/attitudes
- Identify needs/drives
- Select/apply appropriate behavior
- Investigate/identify personal styles
- Give/receive feedback
- Control undesirable/inappropriate behavior
- Clarify goals/objectives
- Present point of view
- Develop esteem in self/others
- Provide positive coaching

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Collect/record information
- Identify critical elements/issues
- Define a problem
- Devise a solution
- Transfer knowledge/training to new situations
- Develop an action plan
- Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Develop good work habits/attitudes
- Develop self-confidence/esteem

SOCIAL STUDIES SKILLS

— Investigate/apply principles of psychology

— Practice good work ethics

- If students know who they want for a partner, let them work with that person. Otherwise, assign each student a partner for this assignment.
- Encourage students to write goals for the three areas of mental, physical and spiritual improvement.
- If students have several goals, the teacher may want to copy extra contract forms. Caution students to start with no more than 2 or 3 goals.
- Remind students to consider the ideas they thought of when they brainstormed for the previous assignment sheet.
- Suggest that students set realistic target dates. They may want to make some short term, others long term.
- Remind students to state ideas clearly.
- Once a week (or whenever students decide), meet in small groups to discuss how well students are living up to their contracts. Relate this to the **Evaluation** step of the nursing process.
- Refer to Instructional Supplement 5 for more ideas.

ASSIGNMENT SHEET 5

DEVELOP TECHNIQUES FOR A BALANCED LIFESTYLE

III

NAME ________________________________ SCORE ________

OBJECTIVE 11 **Develop a personal time-management plan.**

INTRODUCTION We all have the same twenty-four hours in a day, but everyone does not use those twenty-four hours in the same way. How is it that some people seem to have more time than others? Managing time is not an easy task; however, with a little planning, we can have enough time for the important things.

DIRECTIONS Complete the following time analysis and calendars.

PART I Use the time diary you have been keeping. Try to fill out the chart as you finish each activity, then total the time spent on each activity. Be sure to include every activity: school, sleep, driving, eating, etc.

When the analysis sheet is complete, look at it carefully. Are there any tasks taking more time than they should? Can any tasks be combined? For example, if daily review takes 2 hours per day, can you tape the class and listen to the tape while cleaning house?

Circle activities that are taking too much time and write one way to cut down on that amount.

Reading Comprehension Skills
- Gain factual information
- Draw conclusions
- Make generalizations

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

Data Analysis and Display Skills
- Collect/record data

General Relating Skills
- Identify personal values/attitudes
- Apply information to life experiences

Cognitive Activity Skills
- Collect/record information

- Identify critical elements/issues
- Identify underlying causes
- Analyze/synthesize information
- Draw conclusions
- Identify/develop alternatives
- Develop an action plan
- Evaluate results/ outcomes

Job Acquisition/ Development Skills
- Develop good work habits/attitudes
- Develop self confidence/esteem

Functional Social Studies Skills
- Practice good work ethics

SAMPLE TIME ANALYSIS
(Time spent in each activity)

Activity	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Total Hours
Make kids take time helping me.	30 min. 20 min. 15 min.	5 min. 30 min.	5 min. 20 min.	20 min.	5 min. 15 min.	5 min.	30 min. 15 min.	215 min. 1 hr. 35 min.

TIME ANALYSIS
(Time spent in each activity)

Activity	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Total Hours

PART II To be satisfactory, a time plan must be your own. A really good time plan will not be a burden. Instead, it will help you control your time and your responsibilities. What you put on your calendar is up to you. It should include all deadlines, all leisure activities you promise yourself, regular study and relaxation, promises you make to your family, and daily activities. A yearly, monthly, and daily calendar should be kept. Some people prefer using one document that includes all three. Some families keep a yearly or monthly calendar for the whole family and individual daily calendars. Find the one that works best for you.

Keep these tips in mind:

1. **Schedule "fixed" or "solid" time blocks first.** These are the things you can't change or miss: work, school, etc. Then schedule daily necessities: eating, sleeping, time to drive from home to work or school. Finally, schedule those things that are more flexible: study, pay bills, call home.

2. **Include errand-running time.** Running to the grocery store, doing laundry, going to the post office, and all those other little chores can throw a tight schedule into chaos, so include them in the schedule from the beginning.

3. **Don't forget recreation.** Even Einstein needed time away from work. As discussed in this unit, all parts affect the whole. If you don't allow yourself time to play, you will pay for it later. Sometimes doing your best means doing nothing at all.

4. **Make sure your goals are realistic.** If you schedule 3 hours to do 4 hours of studying, or 3 hours of sleep every night, your schedule won't work and you won't accomplish everything you want to.

5. **Don't be a slave to your schedule.** It is your schedule, not your master. And unexpected things will happen. Try to leave parts of it blank or schedule in a few extra minutes each day.

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YEARLY TIME PLAN

Jan.	Feb.	Mar.	April
May	June	July	Aug.
Sept.	Oct.	Nov.	Dec.

________________MONTHLY PLAN

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.

DAILY PLAN

Date ______________________

NOTES:

SCHEDULE

TIME	ACTIVITY

TO DO LIST:

Priority	Activity	Completed

EXAMPLE
TIME PLAN

Monday 3 / 15 / ___ Tuesday 3 / 16 / ___ Wednesday 3 / 17 / ___

	Planned	Actual	Planned	Actual	Planned	Actual	To Do List
Before 7:00	6:15 Wake Dress	6:15 Wake Dress	6:15 Wake Dress	6:20 Dress	6:15 Wake Dress	6:25 Dress	Pay Water Bill
	Eat/Leave	Leave	Eat/Leave	Eat/Leave	Eat/Leave	Eat/Leave	
8:00	Sitter	Sitter	Sitter	Sitter	Sitter	Sitter	Buy Karen's Gift
	Class	Class	Class	Class	Class	Class	
9:00	}	}	}	}	}	}	
	}	}	}	}	}	}	
10:00	}	}	}	Billy	}	}	
	}	}	}	Sick At	}	}	
11:00	}	}	}	School	}	}	Get Ready For Party
	}	}	}	\	}	}	
12:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
	}	Study	}	Study	}	Pay Bills	
1:00	Class	Class	Class	Class	Class	Class	Review For Test Friday
	}	}	}	}	}	}	
2:00	}	}	}	}	}	}	
	}	}	}	}	}	}	
3:00	}	}	}	}	}	}	
	}	}	}	}	}	}	
4:00	}	}	}	}	}	}	Write Mother
	Groceries	Groceries	Karen's	Bought	Clean	Clean	
5:00	}	}	Birthday	Gift	House	House	
	Sitter	Sitter	Sitter	Sitter	Sitter	Sitter	Call Electrician
6:00	Cook	Cook	Cook	Cook	Cook	Cook	
	Eat	Eat	Eat	Eat	Eat	Eat	
7:00	Clean	TV	Clean	Clean	Birthday	Birthday	
	Aerobics	Clean	Aerobics	Aerobics	Party	Party	Check on Student Loan
8:00	}	Rest	}	}	}	}	
	Study	Study	Study	Study	Clean	}	
9:00	}	}	}	}	Study	}	
	}	}	}	}	}	Clean	
10:00	Kids Bed	Kids bed	Kids bed	Kids bed	Kids bed	Kids bed	
	Bath	Bath	Bath	Study	Study	Study	
11:00	Bed	Bed	Bed	}	}	}	
After	}	}	}	Bath	Bath	Bed	
	}	}	}	Bed	Bed		

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TIME PLAN

Monday____/____/____ Tuesday____/____/____ Wednesday____/____/____

	Planned	Actual	Planned	Actual	Planned	Actual	To Do List
Before 7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
After							

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TIME PLAN - page 2

Thursday___/___/___ Friday___/___/___ Saturday___/___/___ Sunday___/___/___

	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual
Before 7:00								
8:00								
9:00								
10:00								
11:00								
12:00								
1:00								
2:00								
3:00								
4:00								
5:00								
6:00								
7:00								
8:00								
9:00								
10:00								
11:00								
After								

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BASIC SKILLS

DEVELOP TECHNIQUES FOR A BALANCED LIFESTYLE

III

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 5

Skill development for:
- READING SKILLS
- WRITING SKILLS
- MATH SKILLS
- INTERPERSONAL/RELATING SKILLS
- CREATIVE THINKING/PROBLEM SOLVING SKILLS
- EMPLOYABILITY SKILLS
- SOCIAL STUDIES SKILLS

- Introduce assignment by asking students if they have tried to follow a time plan before. Ask them to explain if they were successful or not.
- Discuss with students the following skills which are relevant to this task:

READING SKILLS

- Gain factual information
- Draw conclusions
- Make generalizations
- Follow written instructions

WRITING SKILLS

- Complete forms and records

MATH SKILLS

- Collect/record data

INTERPERSONAL/RELATING SKILLS

- Identify personal values/attitudes
- Apply information to life experiences

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Collect/record information
- Identify critical elements/issues
- Identify underlying causes
- Analyze/synthesize information
- Draw conclusions
- Identify/develop alternatives
- Develop an action plan
- Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Develop good work habits/attitudes
- Develop self-confidence/esteem

SOCIAL STUDIES SKILLS

- Practice good work ethics

- Explain how to complete the time analysis chart. Refer to the chart and have students find the day of the week. Direct them to fill in the activities they have done so far today and tell them to continue as the day progresses.
- At the end of the week or when students have completed the time analysis, encourage a class discussion about what students have learned from the activity. Ask: Were you surprised at how you actually spent time? Are there certain activities you feel you could change? etc.
- If students are interested in the above discussion, let them continue it in small groups.
- Before students begin the yearly and monthly time plans, discuss with the class items they may want to include: e.g. school, jobs, vacations, conventions, business trips, major papers or exams, graduations, etc.

- Students may want to compare their calendars with those of other students. If so, let them meet in small groups and share ideas.
- After students have completed the calendars, encourage them to react to the assignment. Ask: What do you like/dislike about following the time plans? What seems to work? What has not worked? etc. Relate this to the steps of the nursing process.
- If students have difficulty with the creative thinking/problem solving skills, refer to previous instructional supplements for more ideas.

NOTE: Evaluation should be on a "Satisfactory/Unsatisfactory" basis rather than a letter grade basis.

ASSIGNMENT SHEET 1	The form should be filled out completely and correctly.
ASSIGNMENT SHEET 2	The form should be honestly answered and totals correctly determined.
ASSIGNMENT SHEET 3	The form should reflect some self-examination and achievable goals to the instructor's satisfaction.
ASSIGNMENT SHEET 4	The student should draw information from the interviewee and ensure honest answers. The form should be completed correctly. Realistic goals and target dates should be set. Activities which will help students achieve goals should be identified.
ASSIGNMENT SHEET 5	The analysis should be fully completed and appear to be accurate. Calendars should be completed in a usable manner. Other calendars may be substituted. Students who already maintain a calendar should be encouraged to use the format they are comfortable with, if it seems to be working for them.

WRITTEN TEST

DEVELOP TECHNIQUES FOR A BALANCED LIFESTYLE

III

NAME ______________________ SCORE ________

OBJECTIVE 1

Match terms associated with developing techniques for a balanced lifestyle to their definitions. Write the correct letters in the blanks.

______1. Feeling of worry or uneasiness about what might happen

______2. A dimension of wellness in which all components of wellness are equally represented

______3. Unconscious mental process by which we reduce anxiety over a situation or internal conflict

______4. Our state of well-being physically, mentally, and spiritually

______5. A systematic procedure for determining the best use of our time

______6. The reaction to events that we believe affect our well-being

______7. The way an individual acts or performs

______8. Mental disposition toward a person, group, thing, or situation

______9. The recognition of, and response to another's feelings

______10. A heart-felt reaction to another's feelings

a. Anxiety
b. Attitude
c. Balanced lifestyle
d. Behavior
e. Defense mechanism
f. Empathy
g. Holistic medicine
h. Nervousness
i. Stereotype
j. Stress
k. Sympathy
l. Time-management
m. Wellness
n. Zen

OBJECTIVE 2

Select from a list desired characteristics of the nursing student. Write an "X" before all expectations.

______1. High intelligence

______2. Responsibility and commitment

______3. Empathy, courtesy, and unbiased attitude

______4. Conversational ability

______5. Supervisory skills

______6. Cooperation, becoming a part of the team

______7. Honesty and ethical behavior

______8. Ability to make split-second decisions

______9. Poise and calm

_____10. Administrative training

_____11. A professional and healthy appearance

_____12. Willingness to learn and apply knowledge

OBJECTIVE 3

Complete statements about factors included in a wellness concept.

1. Wellness is the __________ ________-__________ of a person.

2. The state of ______ part of a person affects ______ __________ parts of the person.

3. Wellness depends on ________________ and ______________________ a healthy, positive lifestyle.

OBJECTIVE 4 **List role demands of a student nurse.** List one demand in each of the areas shown.

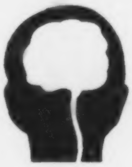
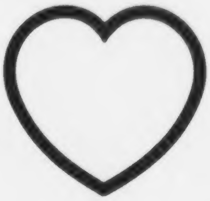
Student ____

Parent ____

Spouse ____

Employee ____

OBJECTIVE 5 **Complete a chart displaying components and techniques for maintaining a balanced lifestyle.** Fill in the blanks.

	Component	**Technique**
Mind 	Responsibility and Challenges	Manage resources wisely Set goals Read and (1.) __________ Delegate appropriate tasks
	(2.) ____________________	Take breaks Learn to relax Learn to say "No"
Body 	Nutrition	(3.) _____ __ ____________ ________
	Physical Fitness	Exercise Regularly
	Rest	Get a full night's sleep
Spirit 	Time for quiet meditation	Set aside (4.) ____________ ____________ (5.) __________________ __________________ __________________
	Self-knowledge	Evaluate yourself honestly
	Contentment	Allow yourself time to "smell the roses"
	Stress-reduction	Find a support network Identify and eliminate sources of stress

OBJECTIVE 6 **Describe time-management techniques.** List three techniques and describe them.

1. ____

____

____

2. ____

____

____

3. ____

____

____

NOTICE The following assignment sheets and job sheets are not part of the Written Test. If these activities have not been completed, check with your instructor.

OBJECTIVE 7 **Evaluate personal stressors.** SCORE ______

OBJECTIVE 8 **Determine your position on a health continuum.** SCORE ______

OBJECTIVE 9 **Develop a plan to promote personal high-level wellness.** SCORE ______

OBJECTIVE 10 **Determine a plan to improve your position on the health continuum.** SCORE ______

OBJECTIVE 11 **Develop a personal time-management plan.** SCORE ______

WRITTEN TEST ANSWERS

DEVELOP TECHNIQUES FOR A BALANCED LIFESTYLE

III

OBJECTIVE 1

1. a
2. c
3. e
4. m
5. l
6. j
7. d
8. b
9. k
10. f

OBJECTIVE 2

2, 3, 6, 7, 9, 11, 12

OBJECTIVE 3

1. total well-being
2. one
   all other
3. planning
   maintaining

OBJECTIVE 4

Student — Answer must include one of the following
- Attend classes
- Complete work
- Participate in activities

Parent — Answer must include one of the following
- Share time and be involved with your children
- Give physical care to your children
- Provide for your children
- Set a positive example for your children

Spouse — Answer must include one of the following
- Give time for companionship and sharing
- Maintain effective communication
- Share household and parenting responsibilities
- Ensure mutual health and mental and spiritual growth

Employee — Answer must include one of the following
- Be reliable: be where you should be; do what you should do
- Display professionalism in appearance and behavior
- Understand and complete your job responsibilities

OBJECTIVE 5

1. learn
2. Relaxation
3. Eat a balanced diet
4. quiet time
5. practice spiritual beliefs

OBJECTIVE 6

Answers should include three of the techniques listed below. Descriptions may include the notes under the techniques, facts brought up during class, or personal views, to the instructor's satisfaction.

- Establish goals
  - Daily goals in a to-do list
  - Short-term goals in a to-do list with dates
  - Written long-term goals

- Determine priorities
  - Rate to-do list items daily, marking the most important items "A," less important items "B," and least important items "C."
  - Remember, that any decision to do something is also a decision not to do something else.

- Make a realistic time plan
  - Set deadlines you can meet.
  - Include recreational activities and rest periods in your schedule.

- Be decisive.
  - Say "No" if you don't feel you have time to do something.
  - If you have a rest period scheduled, take it.

- Eliminate unnecessary jobs
  - Work smart, not hard.
  - Be willing to compromise quality in unimportant areas.

- Delegate responsibilities.
  - Family responsibilities should be handled by the whole family.
  - Use resources available to you through your school and community.

- Learn the meaning of the word "while."
  - Group similar tasks that can be performed at the same time.
  - Keep small tasks that can be done during "dead time."

- Offer yourself incentives.
  - Allows you to build up your self-esteem, relax, and enhance your sense of accomplishment all at one time.
  - Gives you a goal when completing the task isn't enough.

- Evaluate your work habits and improve what you can.
  - Stay organized.
  - Finish jobs you start.
  - Keep a time diary.
  - Don't procrastinate.

OBJECTIVE 7	Refer to answers to Assignment Sheet 1.
OBJECTIVE 8	Refer to answers to Assignment Sheet 2.
OBJECTIVE 9	Refer to answers to Assignment Sheet 3.
OBJECTIVE 10	Refer to answers to Assignment Sheet 4.
OBJECTIVE 11	Refer to answers to Assignment Sheet 5.

OBJECTIVE SHEET

DEVELOP COMMUNICATION SKILLS

IV

INTRODUCTION

Our words, actions, gestures, and appearance communicate our values and feelings to the people around us. By listening and understanding what people around us think and feel, we come to know them and form or improve our relationships with them.

As health care professionals, good communication skills are necessary to reassure and give supportive care, inform patients, relay accurate information, understand instructions, and maintain work relationships. As spouses, parents, friends, children, and neighbors, we can incorporate these skills into our everyday lives and improve them.

UNIT OBJECTIVE

After completing this unit the student should be familiar with communication techniques and barriers, understand what assertive communication is, and be able to use positive communication techniques. The student will demonstrate these competencies by completing assignments sheets, a job sheet, and the written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with communication skills to their definitions.
2. List purposes of communication.
3. Match parts of the communication model to their descriptions.
4. Distinguish between methods of communication.
5. Select from a list techniques for effective communication.
6. Complete statements about techniques of nurse/patient communication.
7. State effective listening techniques.
8. Describe examples of nonverbal communication.
9. State barriers to communication.

10. Choose the words or phrases that complete statements about techniques to establish rapport.

11. State considerations when communicating with special-needs patients.

12. Complete statements about telephone etiquette.

13. Choose assertive communication techniques.

14. Practice assertive techniques. (Assignment Sheet 1)

15. Practice verbal and nonverbal signals. (Assignment Sheet 2)

16. Practice effective communication techniques. (Assignment Sheet 3)

17. Analyze a communication situation for effectiveness. (Assignment sheet 4)

18. Demonstrate telephone etiquette. (Job Sheet 1)

PREPARATION

- Review the unit and plan your presentation.
- Study the specific objectives to determine those you will cover in your presentation. Decide also which objectives should be taught to which students.
- Determine scope and sequence of objectives that you add. Design and develop support materials, including evaluation techniques, for additional objectives.
- Review teaching suggestions and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement unit.
- Invite a variety of professionals to discuss aspects of communication. These might include:
  - A nurse or doctor to discuss the role of communication in his/her job.
  - A family or marriage counselor to discuss harmful communication habits and how they can be changed.
  - Community members with sight, hearing, or speech impairments to discuss communication techniques and how others can best communicate with them.
  - A child development specialist to discuss communication with children.

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheets and any other components you want them to cover. Confirm the scheduled appearance 2-3 days prior to the presentation.
- **HOSA** Integration
  - Assist students in conducting a chapter service project on assertive communication skills at work and home.

- Develop objectives for the service project and identify a theme.
- Create a poster according to Extemporaneous Health Display rules. Display it in a highly visible area.
- Plan a community or school health project that involves disseminating pamphlets about effective listening techniques.

DELIVERY

Objective 1

- Have students list as many words relating to any form of communication as they can. As a variation, split the class into groups and have them see who can think of the greatest number of terms.
- Have students try to keep track of the amount of time they spend communicating in one day.

Objective 2

- Have students list examples of each communication purpose.
- Have students suggest how each purpose relates to health care professionals.
- Use Transparencies 1 and 2 to discuss the levels and balance in communication.

Objective 3

- Use Transparencies 3 - 7 to illustrate a communication model.
- Have students chart conversations through the day on the communication model.
- In future exercises, have students chart assertive, passive, and aggressive conversations and compare them.
- The communication model has been diagramed other ways. Have students create their own illustration of it.

- Have students survey comic strips and diagram them. Comic strips often key off on encoding or noise. Use Supplement 1 to illustrate this.

Objective 4

- Have students suggest other types of communication, such as music, and determine if they are verbal or nonverbal.

- Have students give a brief message, such as "I'm tired," or "It's a beautiful day" in a variety of ways.

Objectives 5-7

- These objectives should be approached as something that should be incorporated into their lives, not just something they should use as health care workers. Examples should include both perspectives, as should discussions.

- Have students keep a communication diary.

- Have students choose one relationship and try to improve communication. Suggest they keep a diary or discuss their goals with the other member of the relationship.

Objective 8

- Show students pictures of works of art and have them determine what emotion is being portrayed. Ask students to defend their opinions.

- Play emotion charades. Players act out emotions rather than words or phrases.

- Take students to a public place, perhaps a shopping mall, and have them watch people, comparing their body language.

Objective 9

- Have students describe occasions when they have encountered each of these barriers and how they felt each time.

- Have students try to catch each other using these barriers. Explain that these are common and are often the result of habit.

- Use Transparency 8 to demonstrate the need for clarification and feedback.

Objective 10

- Have students discuss experiences they have had in which a health care provider established meaningful rapport with the student or members of the student's family. Have them describe what the health care worker did, how it made the student feel, and why it was important.

Objective 11

- Allow students to talk to special-needs persons and health care workers who deal with special-needs patients. Encourage honest questions.

- If there is a large international population in your area, ask a representative to discuss their needs and frustrations.

- Invite a disabled person and a person who works closely with the disabled to discuss communication problems.

Objective 12

- Have students telephone a variety of local businesses and compare telephone etiquette displayed.

- Invite a hospital worker to discuss the importance of telephone communication to his/her job.

- Have students complete Job Sheet 1.

Objective 13

- Refer students to Supplements 2, 3, and 4 for more detailed explanations of aggressive, passive, and assertive personalities.

- Invite a family counselor to discuss the differences between aggressive, assertive, and passive behavior. Be sure students understand the concept of a win-win solution.

- Encourage students to discuss situations in their own lives in which assertive behavior is helpful. As they adjust to being students, assertiveness may be helpful with family members.

- Explain to students that often people are passive until they become frustrated, then become aggressive.

- Have students complete Assignment Sheet 1.

APPLICATION

Objective 14

- Students should be able to identify non-assertive behavior as aggressive or passive.

- Have other class members discuss other possible solutions or techniques.

- Use Assignment Sheet 1 to have students practice assertiveness techniques.

Objective 15

- Be sure students display both verbal and nonverbal signals. Point out situations when verbal and nonverbal signals are in conflict.

- Use Assignment Sheet 2 to have students demonstrate verbal and nonverbal signals.

- Show video, *Communications: The Process*. Have students see if they can find the error: Mrs. Pearce, the nurse in the evaluation interview, is sitting in a closed position.

- Compare the communication model and the barriers to communication to those examined in your class discussions.

Objectives 16 and 17

- Invite a health care professional to discuss what communication needs are necessary in a therapeutic setting.

- Have students brainstorm situations and come to a consensus as an alternative to individually completing the form.

- Use Transparency 9 to add to students' lists of effective techniques.

- Have students complete Assignment Sheets 3 and 4 to practice therapeutic communication techniques.

Objective 18

- Invite an office procedures instructor to discuss proper telephone etiquette.
- Have students complete Job Sheet 1 to practice and demonstrate telephone etiquette.

EVALUATION

Pretest

- Pretest qualifying students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual study as required.

Practical test

- Explain to students that they will be asked to demonstrate procedures on the job sheets to complete the practical test.
- Describe the rating scale used on the practical test.
- Reteach and retest as necessary.

Written test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Communications: The Process.* VHS, 25:11 min. Basic communication process, principles, and skills demonstrated and discussed using nursing situations. Order No. V077.

- *Communications: Nurse-Patient Relationship.* 1/2" VHS, 24:26, 1986. Patients and their families rely on nurses for many things besides medical care, such as counseling, education, and emotional support. Provides examples, guidelines, and techniques for handling communications effectively. Order No. V087.

- *Communications: Peer Relationships.* 1/2" VHS, 18:35, 1986. Being able to communicate with coworkers is vital to the job of providing comprehensive and thorough patient care and to establishing collaborative working relationships. Order No. V080.

  NOTE: These videos are available to Oklahoma teachers on a free-loan basis from the Resource Center, Oklahoma Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-State teachers may contact another distributor or MEDCOM/TRAINEX, P.O. Box 3225, Garden Grove, CA 92642, 800-472-2479.

- *Working.* A progressive, participation-based course on interpersonal and job skills for front-line personnel. The program is presented by certified trainers. Contact the trainer in your votech school through the Business and Industry area or contact the Oklahoma Department of Vocational and Technical Education, Business and Industry Services, for the name of the trainer nearest you. Call 800-522-5810, ext. 548.

Publications

- *Body Language,* Julius Fast, Pocket Books, Inc., New York, 1984.

- Faber, Adele and Elaine Mazlish. *How to Talk So Kids Will Listen and Listen So Kids Will Talk.* Avon Books, New York, 1982.

- Newsome, John. *Games Trainers Play, Experimental Learning Exercises.* American Society of Training and Development, Alexandria, Virginia, 1989.

UNIT REFERENCES

- *Allied Health Careers,* Oklahoma Department of Vocational and Technical Education, Stillwater, Oklahoma, 1987.
- *Effective Communication,* Successful Living Skills Series, Oklahoma Department of Vocational and Technical Education, Stillwater, Oklahoma, 1988.
- Hall, Edward T., *The Hidden Dimension.* Doubleday and Co., Inc., Garden City, New York, 1966.

CROSSWORD PUZZLE CLUES

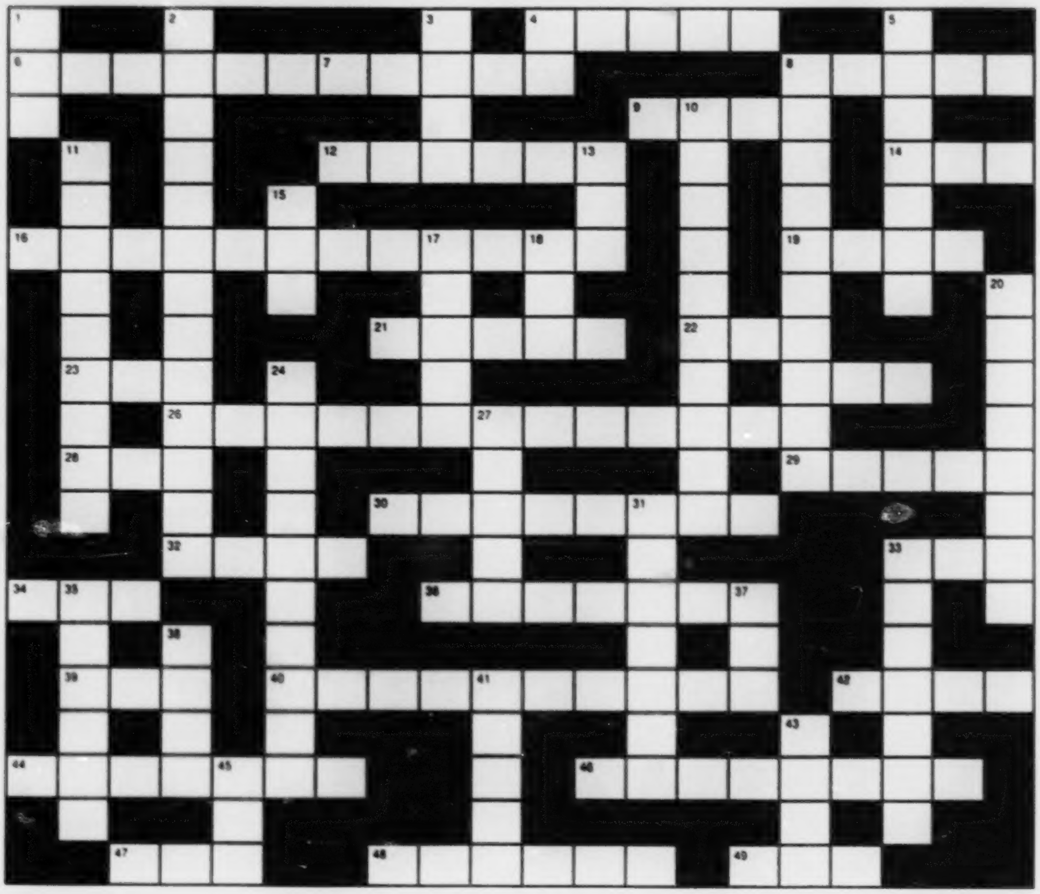
Use the clues below to review terms associated with personal and vocational relationships. Write the terms in the crossword puzzle on the next page.

ACROSS

4. Command
6. Act of noting a fact
8. Awake and active
9. Opposite of *more*
12. By hand
14. Sick
16. Association between people
19. Me
21. One of the senses
22. Limb
23. Expire
25. Make a mistake
26. Exchange of information
28. Bill and ______
29. Place confidence in
30. Opinion or decision
32. Food plan
33. Not good
34. Frozen water
36. Closeness; harmony
39. Regret
40. Change in pitch of the voice
42. Spoken
44. Emotion
46. Free from prejudice
47. Noah's boat
48. Oral
49. Writing implement

DOWN

1. Work
2. Client information sheet (2 wds)
3. Language for hearing-impaired people
5. Easily read
7. Purpose
8. Analysis
10. Appraisal
11. Bias
13. Rim of mouth
15. Apple _____
17. Faint
18. Abbreviation of *incorporated*
20. Mental view
24. Effect left on mind
27. Large country in Asia
31. Feeling
33. Hindrance
35. Life's work
37. Light sunburn
38. Genuine
41. Mistake
43. Anger
45. Writing fluid



ANSWER SHEET

J			M					S		O	R	D	E	R			L		
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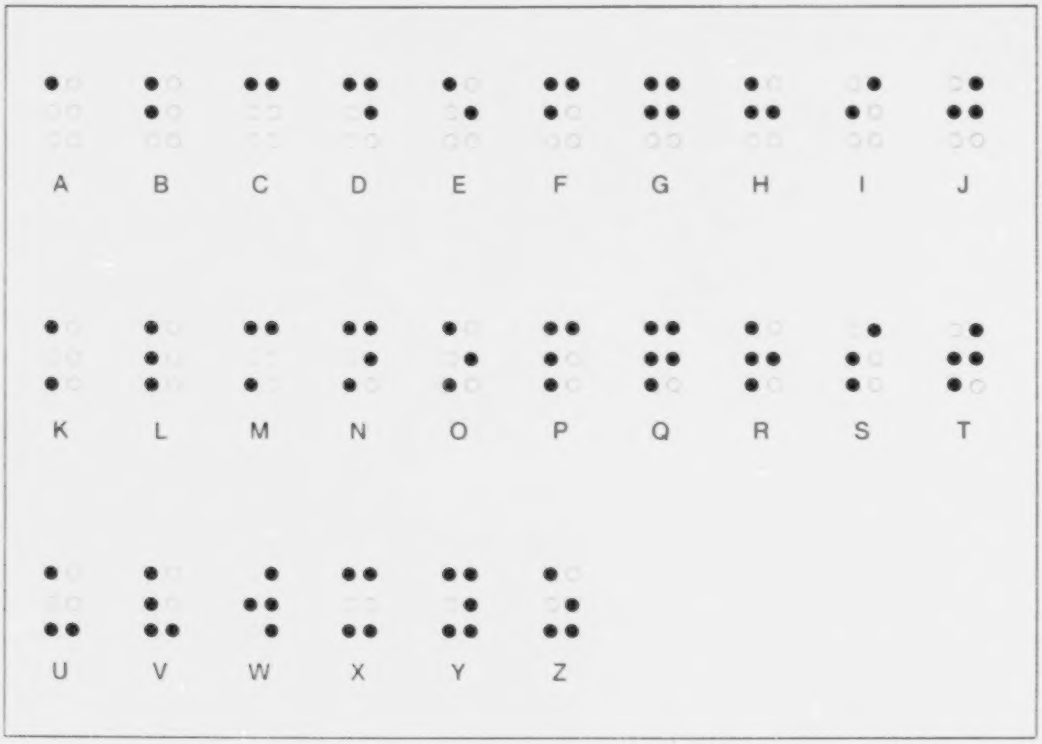
BRAILLE ALPHABET AND NUMBERS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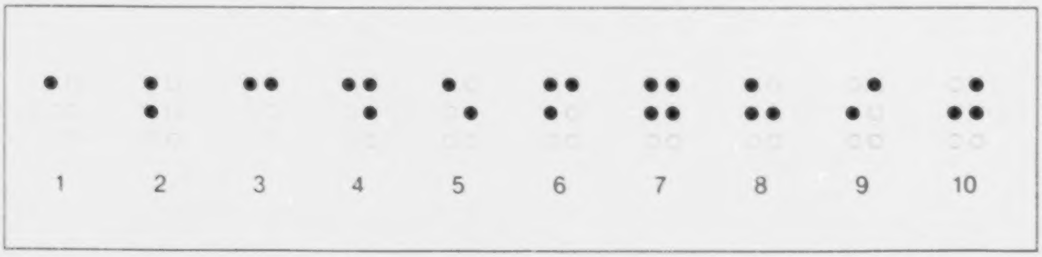
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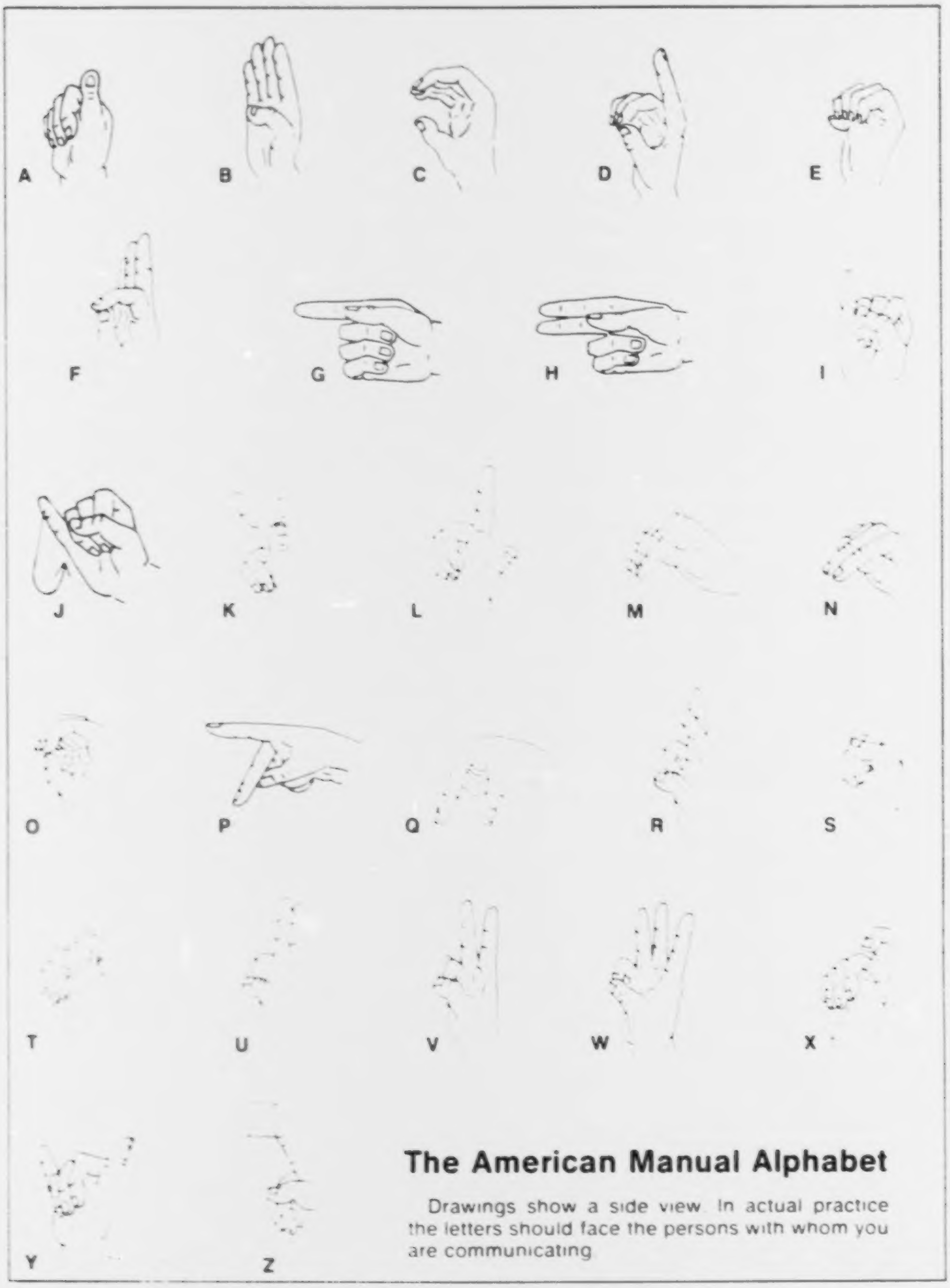
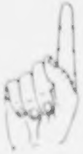
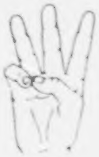
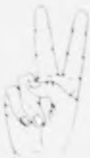
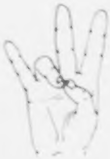
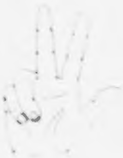
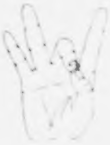
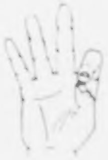
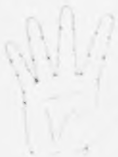
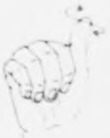
MANUAL ALPHABET AND NUMBERS (Signing)



The American Manual Alphabet

Drawings show a side view. In actual practice the letters should face the persons with whom you are communicating.

Used with permission of Gospel Publishing House, Springfield, Missouri, from *The JOY of Signing* by Lottie L. Riekehof, 1978.

 **ONE** Hold up the index finger.	 **SIX** Touch the tip of the thumb with the tip of the little finger (other fingers spread).
 **TWO** Hold up the index and middle fingers.	 **SEVEN** Touch the tip of the thumb with the tip of the fourth finger (other fingers spread).
 **THREE** Hold up the index finger, middle finger, and thumb.	 **EIGHT** Touch the tip of the thumb with the tip of the middle finger (other fingers spread).
 FOUR Hold up the four fingers (separated).	 **NINE** Touch the tip of the thumb with other fingers spread.
 **FIVE** Hold up all five fingers (separated).	 **TEN** Shake the right "A" hand, thumb pointing up.

Used with permission of Gospel Publishing House, Springfield, Missouri, from *The JOY of Signing* by Lottie L. Riekehof, 1978.

LISTENING SKILLS ACTIVITY

1. Divide into two groups. The first group forms a small circle in the middle of the classroom.

2. This first group discuses examples from their own lives of "actions speak louder than words."

3. As they talk, the second group observes the first and rates members according to the scale on the next page.

4. Have the group members reverse positions and the second group discuss what makes Dear Abby and Ann Landers easy or difficult to confide in. Have members of the first group rate the second group with the same scale.

LISTENING EVALUATION SHEET

1—Does not listen to the speaker; is absorbed in thoughts of his or her own

2—Contributes to the discussion, but gives no indication of having heard others' comments

3—Sends nonverbal messages, such as eye contact or a head nod, to show that what was being said was also being heard

4—Accurately refers to other speakers' comments in making statements

5—Shows by comments that he or she understands the feelings behind others' comments; responds without judging others

Name	Ratings	Total	Comments

INFORMATION SHEET

DEVELOP COMMUNICATION SKILLS *IV*

OBJECTIVE 1

Match terms associated with communication skills to their definitions.

- **Communication** — Exchange of thoughts, feelings, and information by verbal or nonverbal messages
- **Effective communication** — Communication that is clearly sent and received in a constructive way
- **Emotion** — Any specific feeling that results in mental and physical effects
- **Encode** — To receive communication and "filter" it through your system of values and perspectives
- **Expression** — Look, intonation, or sign that conveys meaning or feeling
- **Feedback** — Verbal or nonverbal responses
- **Nonverbal** — Communication through exchange without the use of words

  NOTE: Vocalizations, such as sighs and groans, are considered nonverbal communication.
- **Partner** — The person with whom you are exchanging communication
- **Prejudice** — Judgment or opinion formed at an earlier time or from previous experience; precognition
- **Unbiased** — Free from prejudice
- **Verbal** — Communication through the use of written or spoken words

OBJECTIVE 2

List purposes of communication.

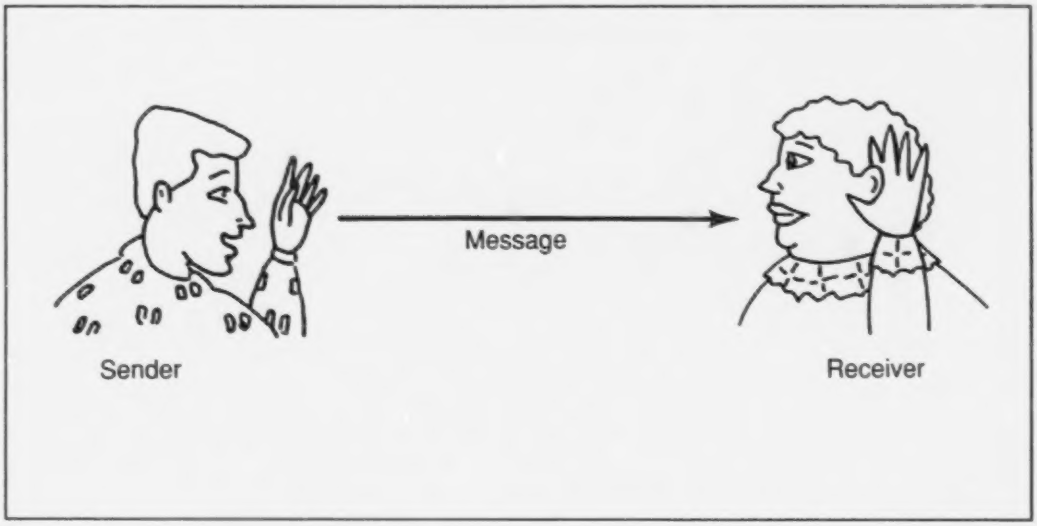
- Obtain or furnish knowledge
- Socialize and build relationships

- Exchange information
- Make personal needs and wants known
- Entertain or amuse

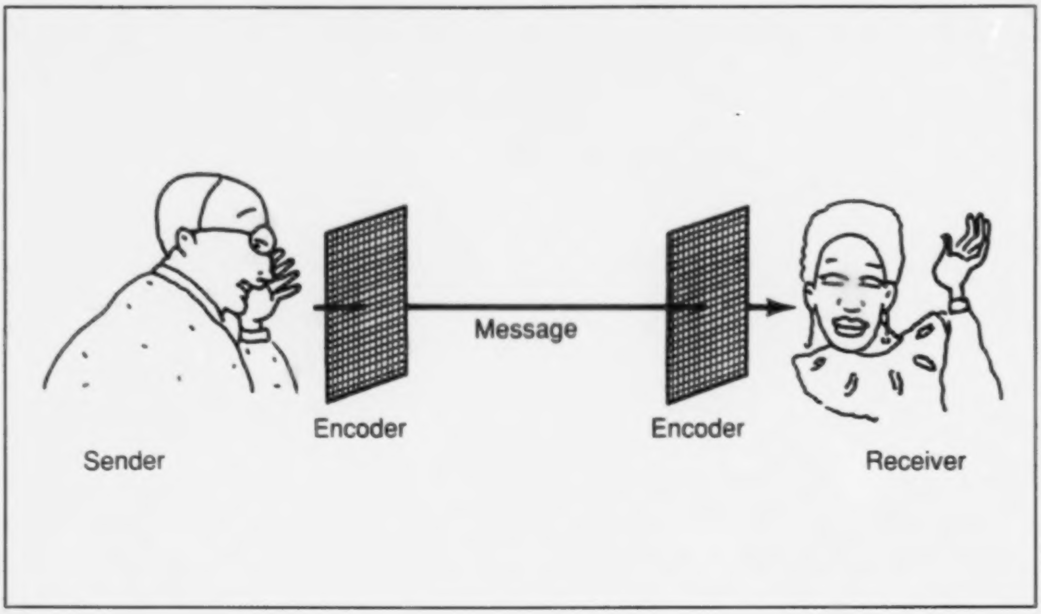
OBJECTIVE 3 **Match parts of the communication model to their descriptions.**

It may seem that communication involves two people and something to be said. Actually, there are several other important factors.

The three primary elements of communication are the sender (the person sending a message), the receiver (the person receiving it), and the message itself.

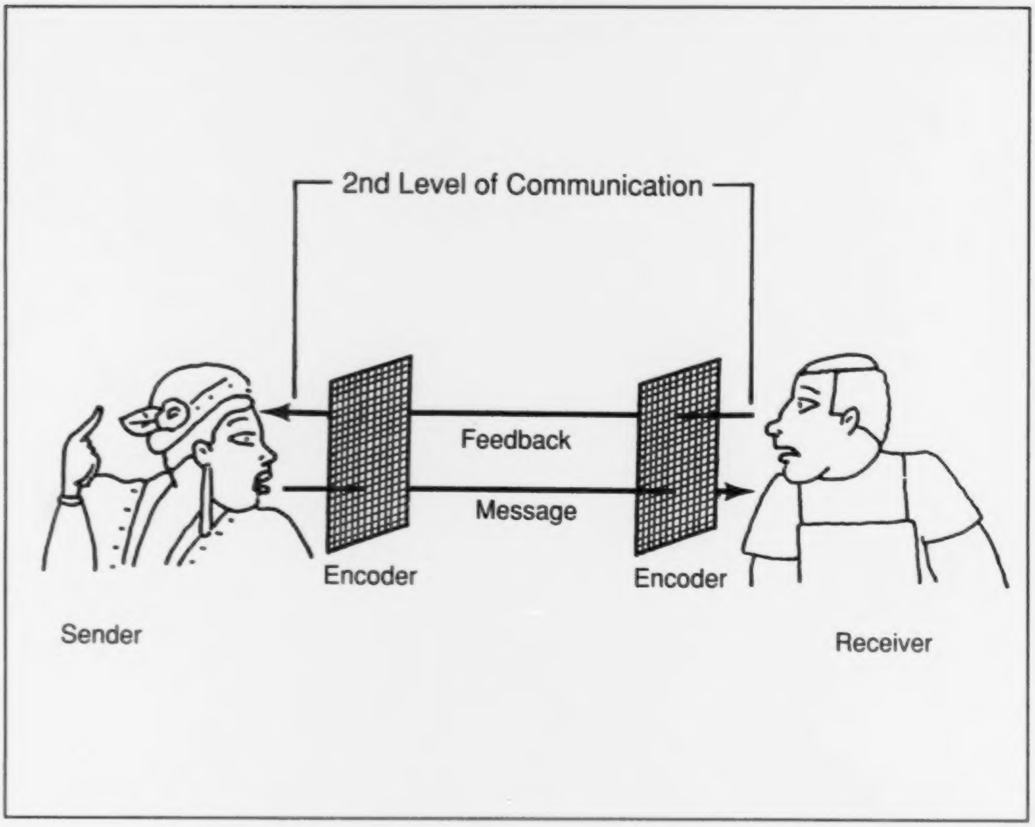


Between each person and the message is the person's encoding structure. This is the person's beliefs, values, attitude, emotional and physical state, etc. The encoder works like a filter, allowing some messages through, blocking others. Some messages make it through the encoder, but are changed in the process.


Message
Encoder
Encoder
Sender
Receiver

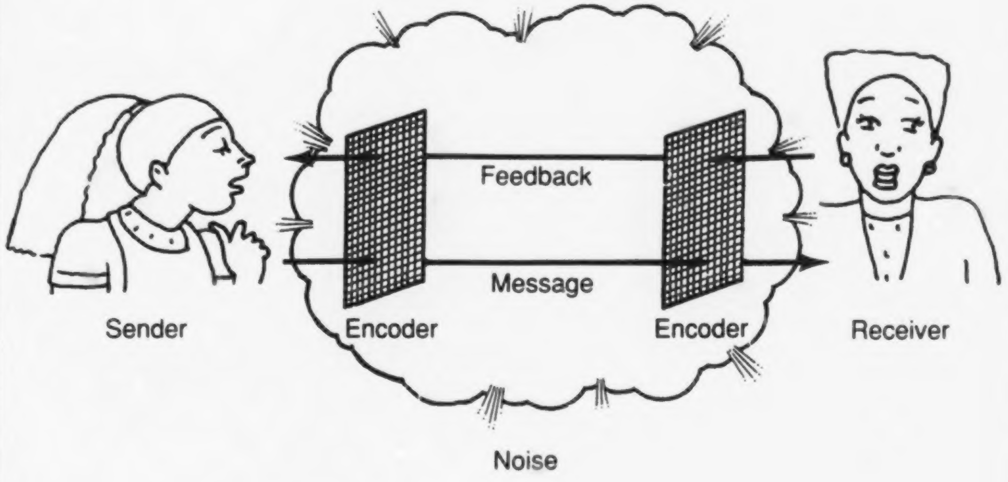
336

The second level of messages, feedback, occurs as communication continues. Feedback may or may not support or agree with the message. It may be blocked and the message let through, or it may be let through and the message blocked.


2nd Level of Communication
Feedback
Message
Encoder
Encoder
Sender
Receiver

337

Finally, noise distorts the message. Noise, in this case, may be physical sounds, mannerisms, or background distractions; it may be prejudices, or value differences, or it may be strong emotions that cloud the message.



OBJECTIVE 4 **Distinguish between methods of communication.**

Verbal communication uses words. Speaking and writing are verbal communication. Listening and reading are also considered verbal communication because they rely on words.

Nonverbal communication is any communication without the use of words. Different studies have estimated that from 65% to 90% of communication is nonverbal. The most common methods of communicating nonverbally are tone of voice, sighs, "ugh," laughter, silences, and body language, including gestures, facial expressions, touch, and movement.

"We cannot **not** communicate." As long as a person is sending out verbal or nonverbal signals and another person is receiving those signals and interpreting them, communication takes place. If you enter a patient's room, and she greets you with a smile and a hello, you interpret that she is feeling better. If a man in another room stares ahead, is slow to answer and to move, you would conclude that he is not feeling well. Learning to listen well and to read nonverbal behavior is a major skill in nursing because the nurse must assess and evaluate patients' physical and emotional states and provide physical and supportive care.

OBJECTIVE 5

Select from a list techniques for effective communication.

- **Set up an appropriate time and place** for your discussion. Avoid interruptions and don't try to carry on a serious conversation when the listener is tired, busy, or stressed.
- **Get the listener's attention.** Do not assume that just because you are talking, your partner is listening.
- **Show that you really want to communicate**....that means listen as much as you speak. Everyone wants to be heard, and listening carefully to others will encourage them to listen to you.
- **Show respect for the listener**. Talk on his or her level. Maintain a pleasant tone of voice. Avoid critical or sarcastic remarks.
- **Use questions** to find out what your partner thinks, what he or she already knows, and if he or she understands what you are saying.
- **Avoid using technical terms** unless you know the listener is familiar with them.

  NOTE: This is especially important in health care.
- **Plan what you are going to say.**
- **Encourage the listener to ask questions and participate.**
- **Think before you respond to questions.**
- **Speak clearly and distinctly.**

- **Be aware of nonverbal communication.** Be sure you are not sending messages you don't mean to send and that you are open to nonverbal messages from your partner.

- **Consider each person's response pattern.** Every person is different. Don't expect your conversation partner to respond the way you would.

- **Concentrate on the solution, not the blame.** Try to steer the conversation toward the actual issue.

- **Arrive at a mutual diagnosis of and solution for the problem.** Ask for feedback to be sure that everyone understands the solution and agrees to the same thing.

OBJECTIVE 6 **Complete statements about techniques of nurse/patient communication.**

- **Use open-ended comments or questions** to encourage people to keep talking. Open-ended questions cannot be answered with "yes" or "no."

  EXAMPLES: "You were saying that..."
  "And what happened then?"
  "And how did that make you feel?"

- **Repeat or reflect part of a person's statement** to explore underlying feelings. This is called reflective listening.

  EXAMPLE: "How are you this morning?"
  "Okay."
  "Okay?"
  "Well, I feel a little sore this morning."

- **Tell what you see.**

  EXAMPLES: "You're crying. What's wrong?"
  "You look uncomfortable. Can I help?"

- In conflict situations, **begin statements with "I" instead of "you."** I-statements mean you take responsibility. You-statements mean the listener is to blame.

  EXAMPLES: "I feel ignored when you don't pay attention to what I say." instead of "You don't ever listen to me."

  "I worry when you don't tell me where you're going to be." instead of "You never tell me where you are."

OBJECTIVE 7 **State effective listening techniques.**

- **The listener controls communication.** Listening, when done well, is an active process. It takes time and conscious effort. If the receiver gives off cues that he or she is not listening, the sender may try to adapt the message, get angry, or stop talking.
- **Let the speaker finish without interruption.**
- **Do not criticize or prejudge.** Concentrate on what the speaker is saying instead of on your reaction.
- **Maintain eye contact and an attentive posture.** Don't try to listen while you do something else. Lean forward and face the person speaking.
- **Ask the speaker to clarify points or statements you do not understand.**
- **Control your nonverbal communication.** Rolling your eyes, leaning away from the listener, tapping your fingers while your partner talks, and other signs that you really don't care about what you partner is saying will mean more than any words you say. If you say you want to listen, make your body agree.
- **Provide feedback.** Repeating what your partner says, asking questions, and an occasional nod or "uh-huh" will keep communication flowing. There are three types of constructive responses.

- ***'Hm Hm' responses*** include "yeah," "uh-huh" and other brief "I'm listening" messages.

- ***Content responses*** are when the listener summarizes and repeats what the speaker has said.

EXAMPLE: Patient: "I was skating, and I twisted like this, and then my right foot went out from under me and I hit my arm on the floor. It hurts right here, especially when I bend my elbow or try to pick things up."

Nurse: "Okay. You were skating and you fell. You hit your arm on the floor and now your wrist hurts. The pain is worse when you bend your elbow or try to pick things up, right?"

- ***Affective responses*** go one step further than *Content responses*. Like content responses, the listener reflects back what the speaker said, but includes the feelings involved. This may take some practice and responses may be quite emotional, but this technique encourages open and honest communication, allows the speaker to focus on how he or she feels, and allows the listener to show empathy as well as interest.

EXAMPLE: Patient: "Where is that doctor? I thought he said he would be here at 1:00."

Nurse: "You sound angry that he's not here yet."

Patient: *(angrily)* "You're darn right I'm mad! All I've done for two weeks now is sit in this stupid bed and stare at the television and wait for someone to show up! I have other things to do, you know. I'm not here for fun!"

Nurse: "I see how tired you are of being here. You're ready to go home."

Patient: "Yeah. I've never been sick before, and I didn't think I'd be here so long, you know?"

OBJECTIVE 8 **Describe examples of nonverbal communication.**

- **Tone of voice**

  Volume and tone can be reassuring and calm or angry and accusing. Be sure your tone is appropriate for the listener. Older patients or children may require a special tone of voice.

- **Silences**

  Silences can be reflective and warm. They can say to the listener that you are thinking about what they have said or that you enjoy their company. Silences can also be cold and make the listener feel ignored and unimportant.

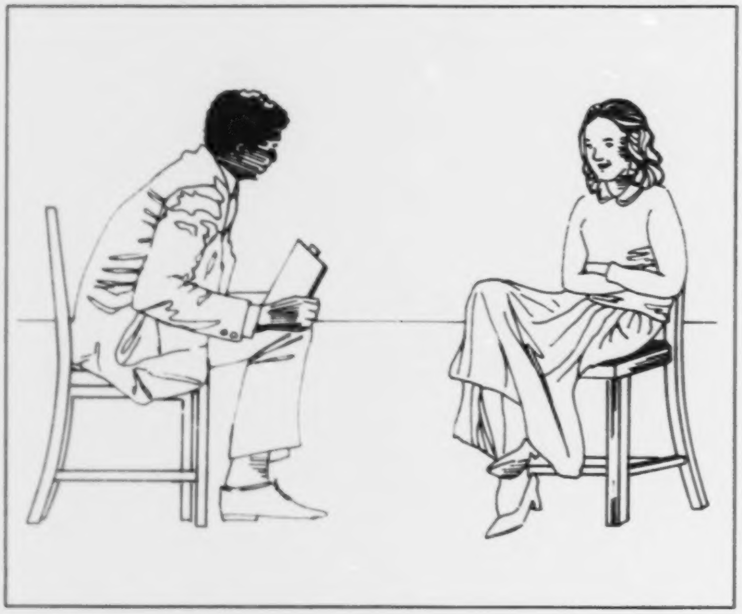
- **Touch**

  A gentle touch can be of great comfort to someone who is ill or anxious. Health care workers must touch patients. Contact during treatment can reassure a patient by reflecting ability, experience, and a caring attitude.

- **Facial expressions, gestures, and body language**

  Positive gestures include nodding, leaning toward the speaker, smiling, and a relaxed posture.

  Nervous or fearful gestures include muscle tension, chewing on your lip, nail-biting, cracking knuckles, tugging at hair or clothing, blinking, clearing your throat, avoiding eye contact, keeping a distance from people, blocking the body, and chain-smoking.



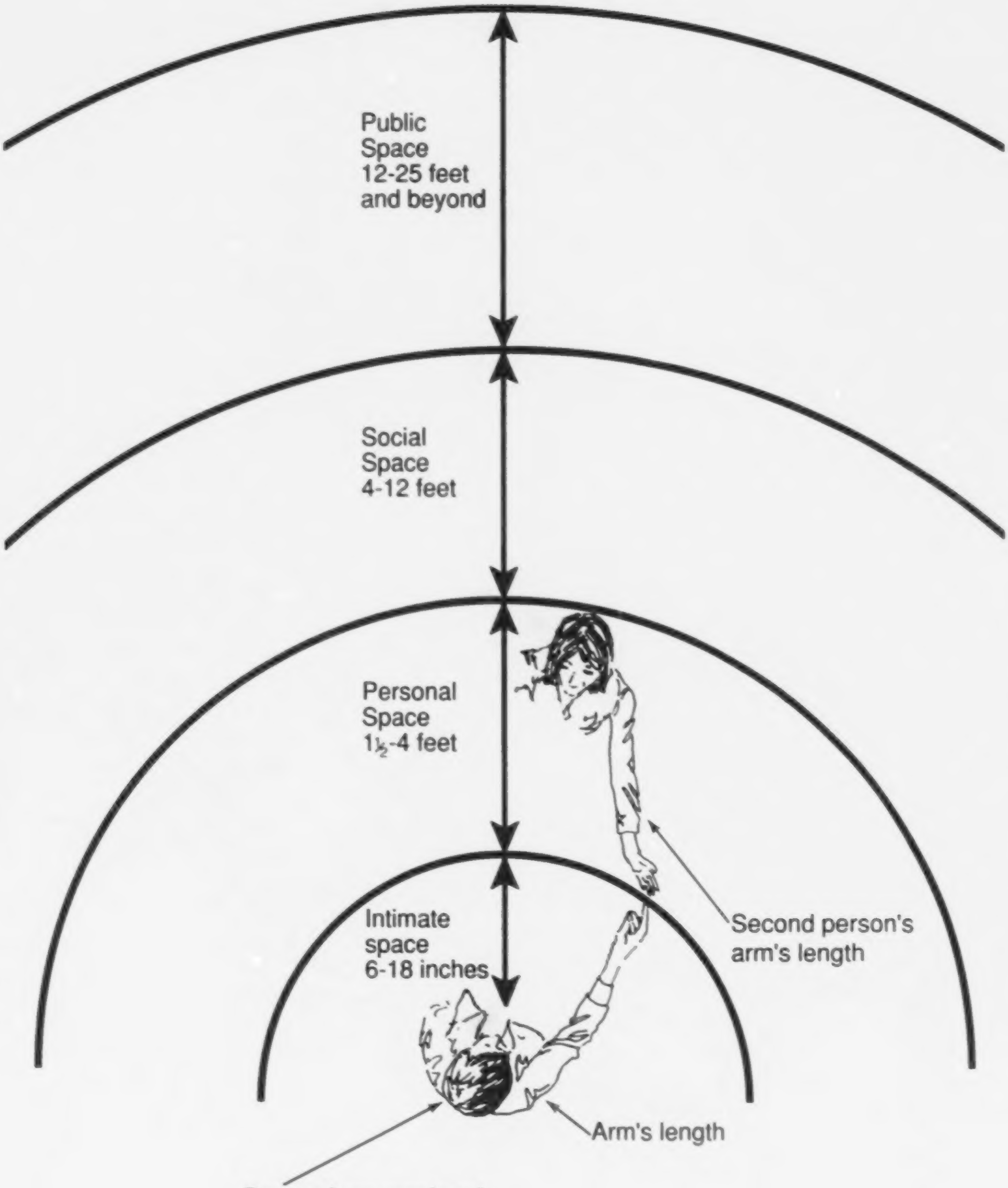
Aggressive or hostile gestures included closed fists, stabbing the air with your finger, sharp intakes of breath, fixed stares, hands on hips, pouting, frowning, raised eyebrows, arms folded tightly across your chest, and clenched teeth.

- **Appearance**

  Cleanliness and appropriate clothing reflect self-respect and professionalism. Body odor or a messy appearance may make listeners take you less seriously.

- **Proximics**

  Proximics is the distance people keep between themselves and others. As a relationship becomes more intimate, less space is maintained between people. The amount of space maintained between people varies from person to person and from culture to culture. For example, Orientals keep a much smaller space buffer around themselves than Americans do.


Public
Space
12-25 feet
and beyond
Social
Space
4-12 feet
Personal
Space
1½-4 feet
Intimate
space
6-18 inches
Second person's
arm's length
Arm's length
Person from overhead

345

Non-verbal communication is:

- **Spontaneous**

  It is done without thinking. It just comes naturally, reflecting what we think or how we feel.

- **Ambiguous**

  No single nonverbal sign should be taken as the whole message. For example, a yawn might mean a person is bored, or it might mean he didn't get much sleep the night before.

- **Culture-bound**

  Some nonverbal signs, such as smiles, are universal, but many others mean very different things in different cultures. For example, in many cultures our "ok" and "peace" finger signs are obscene, perhaps even against the law. In some cultures, parents reprimand their children by blinking an eye at them. This may confuse health care givers in situations when the expected response is not apparent. For example, in many African cultures, people are taught to smile when they have problems or are sad. The larger the problem, the larger the smile. American health care workers are sometimes taken aback at the patient or family member who should be grieving but instead is grinning.

- **Not always the same as what is being said**

  Have you ever been sure someone was angry at you about something, though they denied it? Perhaps their facial expression seemed angry. Or maybe it was "just the way they looked." Nonverbal and verbal communication may contradict each other any time the speaker isn't aware of his or her real feelings, when the speaker is experiencing conflicting emotions, or when the speaker doesn't want to discuss his or her true feelings with you.

OBJECTIVE 9 **State barriers to communication.**

- Failing to see a person as an individual or allowing prejudice to affect communication

- Planning your response before the other person has completed the message
- Deciding what the speaker will say before it is said
- Choosing points that support existing beliefs and ignoring those that do not
- Allowing your mood to affect communication
- Expecting your partner to know things without being told
- Speaking without thinking first
- Being defensive
- Manipulating
- Lack of equality between conversation partners
- Failing to recognize hidden meanings of communication

EXAMPLE: "What will the tests show?"
"You'll have to ask your doctor."

instead of

"What will the tests show?"
"What do you mean?"
"Will the ultrasound just show bones, or will they be able to see more?"

- Failing to listen
- Using automatic responses

One Florida family used to laugh about the monster under their house. Strange noises or odd bumps in the night were blamed on the big monster. When neighbors' pets disappeared, the children told their parents the monster under the house got them. The children claimed to have seen it, and the parents smiled and went on about their business. But the children swore it was there and begged the parents to look under the house themselves. The parents smiled and looked....and found a 19-foot boa constrictor. Children in the neighborhood had known about it for a long time and had told their parents, but "the monster under the house" was never taken seriously.

- Interrupting before the speaker has finished
- Failing to clarify comments
- Failing to recognize cultural differences

EXAMPLES: Asians believe direct eye contact is disrespectful. Some Africans object to blood tests for infants. In most countries, a prescription is not needed to purchase drugs.

NOTE: Culture is not the same as nationality. Many cultures may exist in one nation. As a health care provider, you will be expected to deal pleasantly and professionally with patients from other educational, racial, ethnic, and social cultures. This may become increasingly important as AIDS and other related diseases continue to spread.

OBJECTIVE 10

Choose the words or phrases that complete statements about techniques to establish rapport.

- Respect the other person. Show the respect through listening, showing interest, and dealing with him/her tactfully.
- Express yourself clearly and distinctly. Maintain good communication.
- Build trust. Keep your promises.
- Discuss information concerning the patient's individual needs that would be helpful to others who interact with the patient.

EXAMPLE: A hospital patient may prefer that her shots be given in the left arm. Passing this information on will make the patient more comfortable and let her know that you are listening and are trying to help.

NOTE: Be sure any conversation about another person is held in an appropriate place. Discussing personal matters in a public hallway, for example, will hurt relationships. Avoid gossip.

OBJECTIVE 11

State considerations when communicating with special-needs patients.

As health care workers, you will have to deal with special-needs patients. You may also come in contact with special-needs people at home, through friends, or while volunteering locally.

There are so many different special needs, it is impossible to prepare for each one. What you can do is develop skills that will help you deal with each individual's needs, whether they are "special needs" or not. Don't be afraid to discuss special needs with patients and their families. Ask what techniques they use. Do not avoid special-needs people. Try to determine the means of communication to which each person is accustomed, and use it consistently.

Hearing impairments

NOTE: Advanced age does not indicate hearing loss. Avoid speaking loudly until you have established the person's ability to hear.

- Determine what system of communication is effective for the person.
- Let the person see you when you enter a room.
- Look at the person when you talk. This will direct the sound of your voice and will allow them to read your lips. Do not exaggerate your speech or mouth movements, because it will make reading your lips more difficult. Do not use slang words.
- Speak distinctly. Some sounds may be more difficult to hear than others.

- Use drawings, pictures, and gestures to clarify what you are saying.
- If a family member or sign language interpreter is available, use him or her.
- If the person is wearing a hearing aid, face him or her and use normal tones.

Speech or language impairments

- Base your method of communicating on the condition of the speech problem.
- Have pencils and paper available for the person.
- Be patient. Some speech impediments worsen when the person is flustered or frustrated.
- Be aware of your body language to see that it reflects patience and watch the patient's nonverbal cues for signs of frustration.
- If the person speaks a foreign language, find an interpreter or ask for family members who speak English.

  NOTE: Children often speak English before the parents do and may be able to interpret. If no other interpreter is available, some references, such as Taber's Cyclopedic Medical Dictionary, list common medical terms in a variety of languages. Some medical centers subscribe to telephone interpreter services.

Sight impairments

- Provide available large-print materials for limited-vision patients.
- Speak when you enter the room or before touching a sight-impaired person.
- Determine what materials the person uses, such as tape recorders or braille books, and use them whenever possible.

OBJECTIVE 12

Complete statements about telephone etiquette.

When answering a call:

Answer quickly. Most facilities try to make sure all telephone calls are answered before the third ring. Hold the receiver about an inch from your mouth and speak directly into it. Smile while you talk and use a pleasant voice. Identify your place of business, your unit or department, and yourself when you answer. Avoid doing anything else while you are talking on the phone.

EXAMPLE: "Good afternoon. Seaside Nursing Home, Ms. Williams speaking."

"Good morning, 6 East, this is Susan Allende."

Have a pencil and note paper ready and use them during the conversation instead of relying on your memory. Use the caller's name and, if you know the caller, picture him. Be friendly and courteous; say "please" and "thank you."

Follow proper operational procedures for your telephone when putting callers on hold or transferring calls. When transferring a call, tell the caller you will be transferring him or her, why, to whom, and give an extension number.

EXAMPLE: "Mr. Jones in accounting will have that information. I'll transfer you to him at extension 8972."

Tell the caller "thank you" for phoning, and replace the receiver quietly.

When placing the call:

List questions or important items of discussion before the call is made. Identify yourself clearly and ask for the person or department you need. If you are calling long distance, say so. Write down the name of the person who answers your call or who deals with you. It is usually a good idea to keep a record of business calls. Your business may require you to complete a telephone log. Even if it is not required, a record of the date and time the call took place, the name of the person to whom you spoke, and the information he or she gave you is usually a good idea.

OBJECTIVE 13

Choose assertive communication techniques.

Assertiveness is a way of working with people to accomplish what you need to. Most people tend to be either passive or aggressive. Passive people allow others to decide for them and avoid "standing up" for what they want or believe. Aggressive people, on the other hand, work toward what they want or believe without considering the desires or beliefs of others. Neither of these tactics are as successful as assertiveness, which is based on aiming for cooperation in which everyone wins.

One common mistake about assertiveness is that it is a combination of passive and aggressive behavior that leads to a compromise.

Actually, assertiveness is a totally different way of doing things. While passiveness and aggressiveness focus on the situation, assertiveness focuses on a solution.

The goal of assertiveness is to find a new way of doing things where everybody's needs are met.

Think of it this way. Three people buy widgets. When they get home, none of them work. The passive person just throws it away to avoid the confrontation of returning it. The aggressive person works himself or herself up about it and returns the widget angrily, demanding a refund. The assertive person returns the widget and asks for a suitable replacement. If none is available, the assertive person explains that a refund is acceptable, but does not become angry. If a refund is denied, the assertive person asks to speak to the manager, then explains the situation and asks the manager what arrangements they can make. See Supplements 2, 3, and 4 for more information.

Techniques for assertive communication

- Remain calm and keep a pleasant tone of voice.
- Allow your partner to vent frustration. Letting off steam may allow him or her to begin to calm down and talk, but only if you do not react to the steam yourself.

- Let the person know you heard what was said. Name the emotions.

  EXAMPLES: "I see that you are worried."

  "What I hear you saying is that you feel hurt when your brother calls you names."

- Explain your needs simply and objectively.

  EXAMPLES: "I see that you are worried, but the doctor said you need this shot and it is my job to give it to you."

  "What I hear you saying is that you feel hurt when your brother calls you names. I still can't allow you to hit him."

- Focus on the problem, not on the person's behavior.

- Offer another way.

  EXAMPLES: "I see that you are worried, but the doctor said that you need this shot and it is my job to give it to you. Maybe if you don't look, it won't hurt so much."

  "What I hear you saying is that you feel hurt when your brother calls you names. I still can't allow you to hit him. Have you told him how you feel?"

- Give the other person some control. Making a choice makes people feel that their needs are somewhat met.

  EXAMPLES: "Would you rather I give you the shot in your right arm or your left?

  "Do you want to tell him in a note, or do you want to talk to him face-to-face?"

- Explain why some options are not acceptable.

  EXAMPLES: "If you don't let me give you the shot, we may not be able to control the infection."

  "No, I don't think getting even will work. It will probably just make him call you more names."

- Do not take part in useless conversation. If the real problem is not being discussed, nothing is being accomplished. Stick to the topic. If the other person is unwilling to accept what you say, ask him or her to talk with a supervisor or take other logical action.

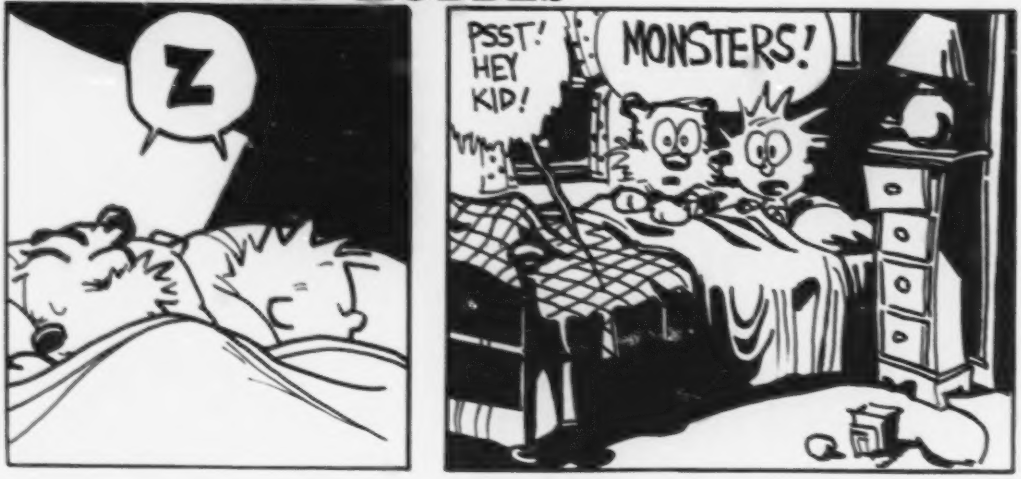
- Withhold opinions and judgements until the speaker is completely finished. Do not interrupt. Ask questions to clarify what the speaker has said, then restate the speaker's opinion. This way you really know what the speaker said, and the speaker knows you really listened.

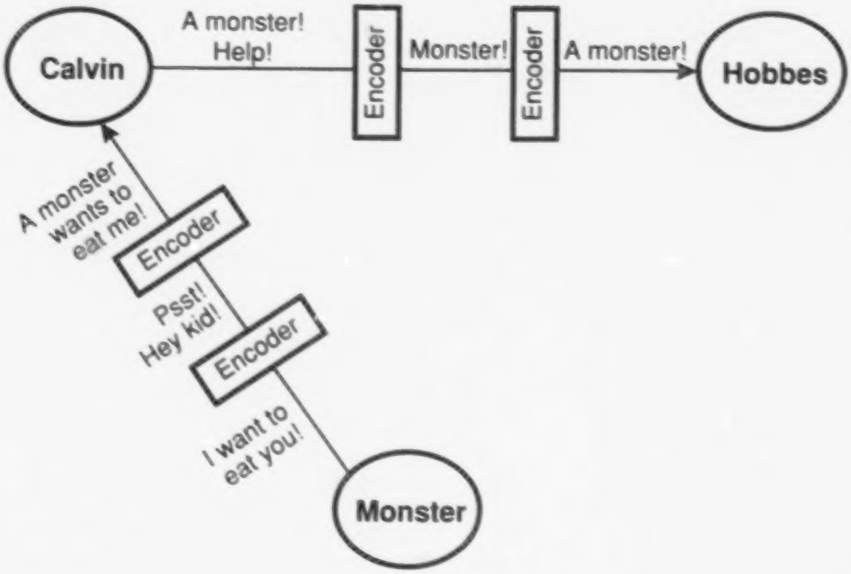
  EXAMPLE: "Okay, you don't like shots, but you're going to let me give you one in your left arm while you close your eyes, right?"

  "You don't like it when he calls you names, and you don't think talking to him will do any good, is that right?"

BY BILL WATTERSON

CALVIN AND HOBBES


Z
PSST! HEY KID!
MONSTERS!


Calvin
A monster! Help!
Encoder
Monster!
Encoder
A monster!
Hobbes
A monster wants to eat me!
Encoder
Psst! Hey kid!
Encoder
I want to eat you!
Monster

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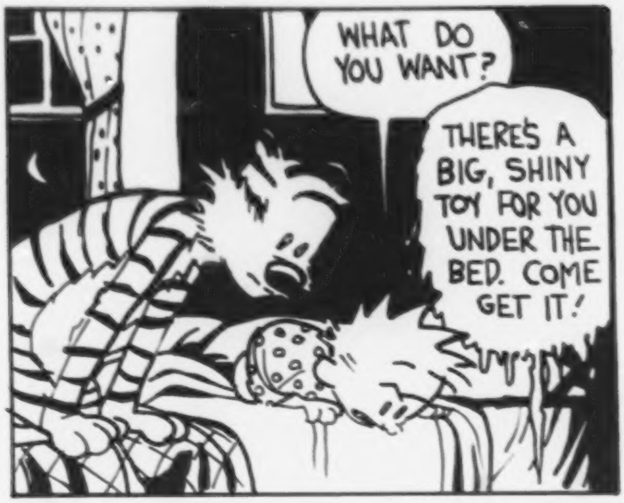
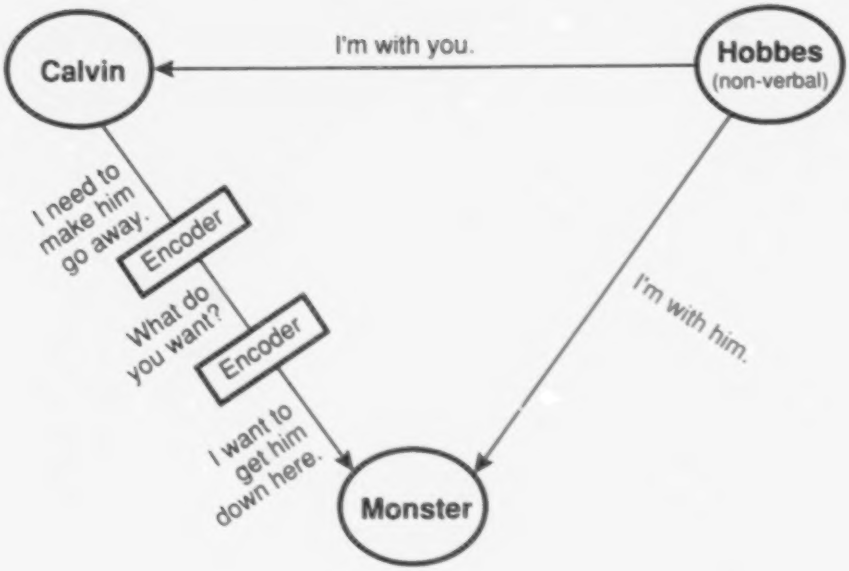

WHAT DO YOU WANT?
THERE'S A BIG, SHINY TOY FOR YOU UNDER THE BED. COME GET IT!


Calvin
Hobbes
(non-verbal)
I'm with you.
I need to make him go away.
Encoder
What do you want?
Encoder
I want to get him down here.
I'm with him.
Monster

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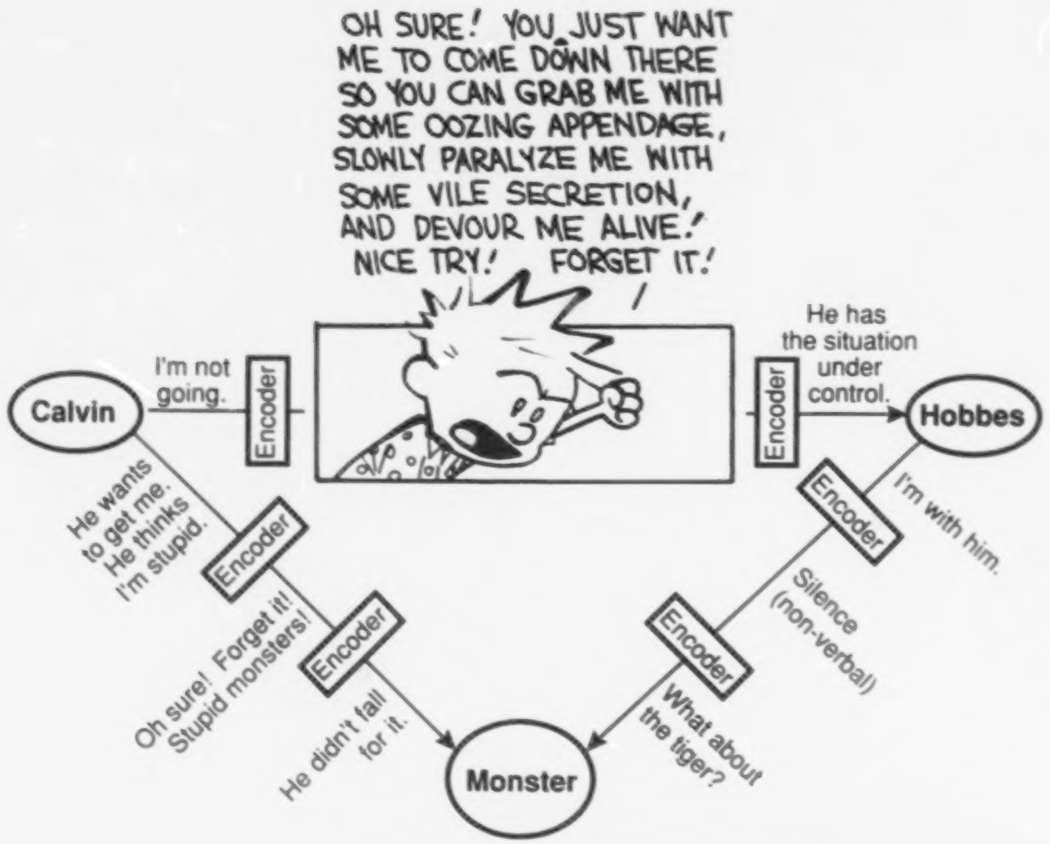
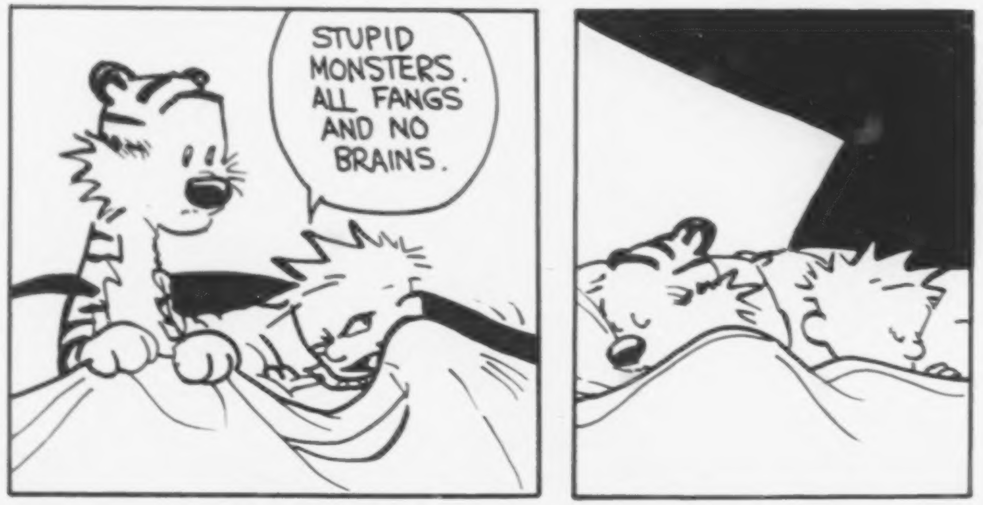

OH SURE! YOU JUST WANT ME TO COME DOWN THERE SO YOU CAN GRAB ME WITH SOME OOZING APPENDAGE, SLOWLY PARALYZE ME WITH SOME VILE SECRETION, AND DEVOUR ME ALIVE! NICE TRY! FORGET IT!
Calvin
I'm not going.
Encoder
Encoder
He has the situation under control.
Hobbes
He wants to get me. He thinks I'm stupid.
Encoder
Encoder
I'm with him.
Silence (non-verbal)
Oh sure! Forget it! Stupid monsters!
Encoder
Encoder
He didn't fall for it.
What about the tiger?
Monster


STUPID MONSTERS. ALL FANGS AND NO BRAINS.

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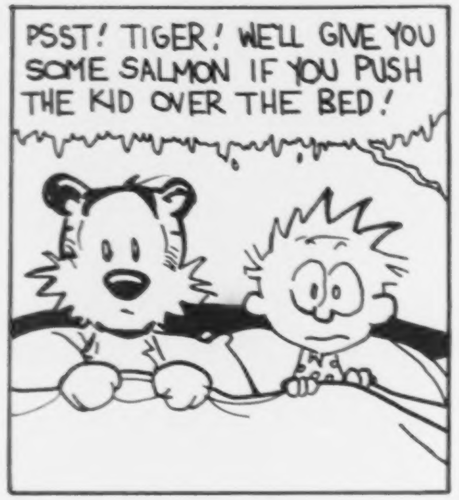
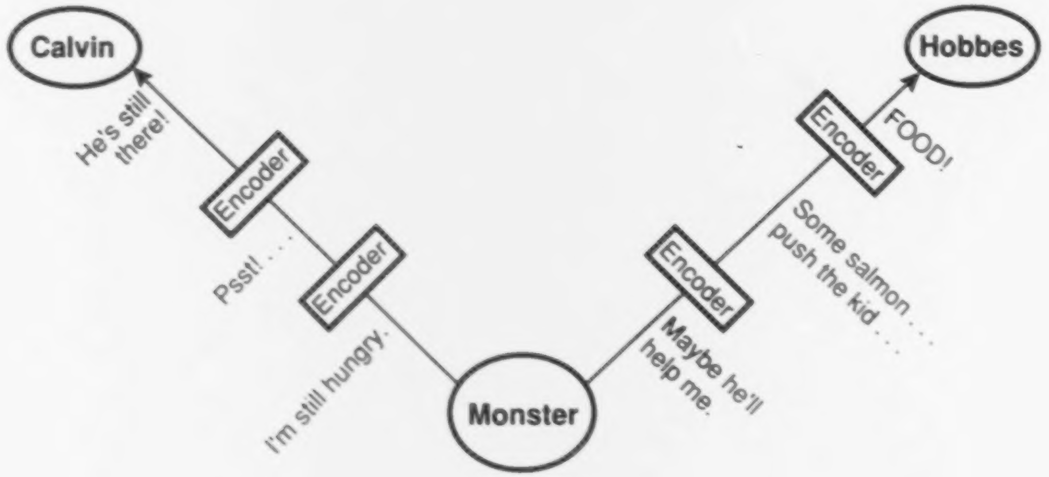

PSST! TIGER! WE'LL GIVE YOU SOME SALMON IF YOU PUSH THE KID OVER THE BED!


Calvin
Hobbes
He's still there!
Encoder
FOOD!
Encoder
Psst! . . .
Encoder
Some salmon . . . push the kid . . .
Encoder
I'm still hungry.
Maybe he'll help me.
Monster

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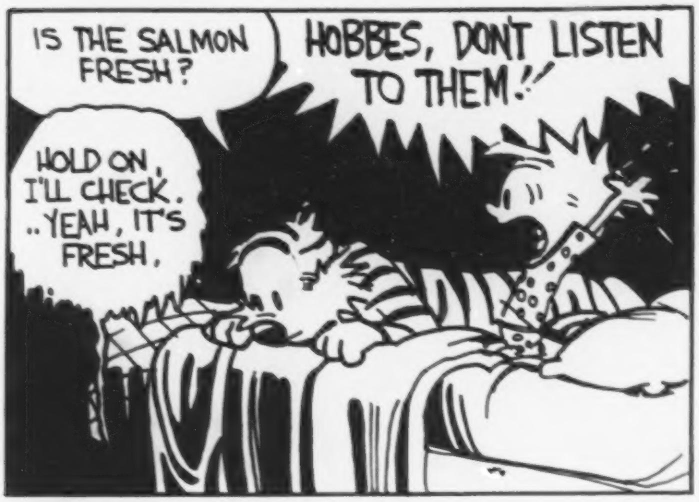
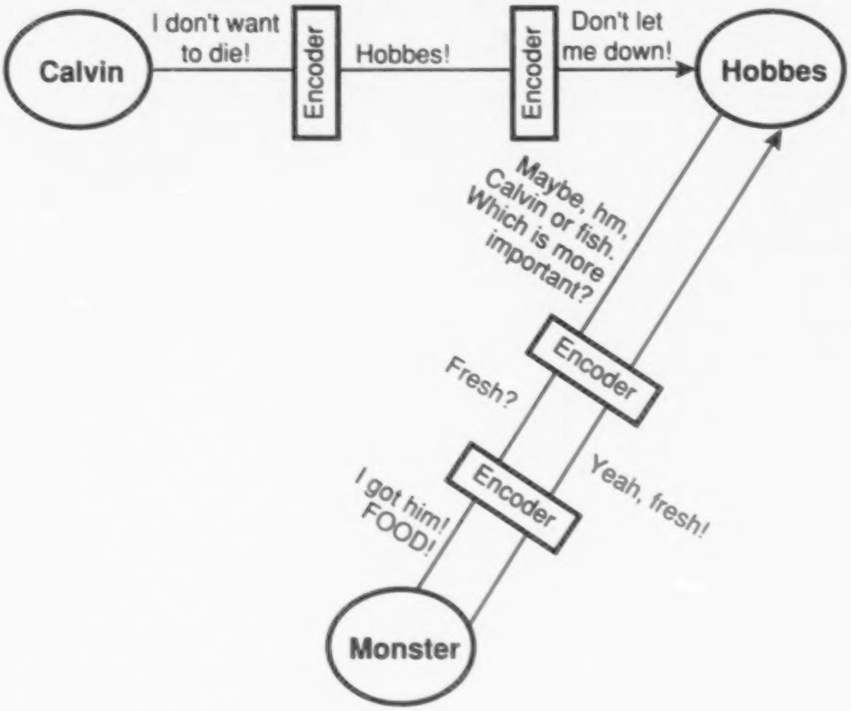

IS THE SALMON FRESH?
HOBBES, DON'T LISTEN TO THEM!!
HOLD ON, I'LL CHECK. ..YEAH, IT'S FRESH.


Calvin
I don't want to die!
Encoder
Hobbes!
Encoder
Don't let me down!
Hobbes
Maybe, hm, Calvin or fish. Which is more important?
Encoder
Fresh?
Encoder
Yeah, fresh!
I got him! FOOD!
Monster

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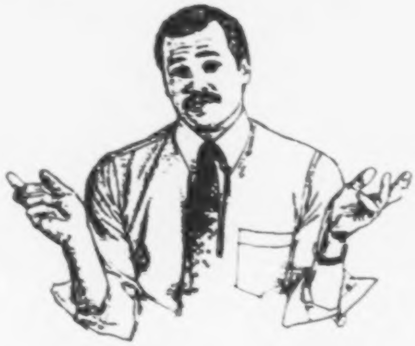
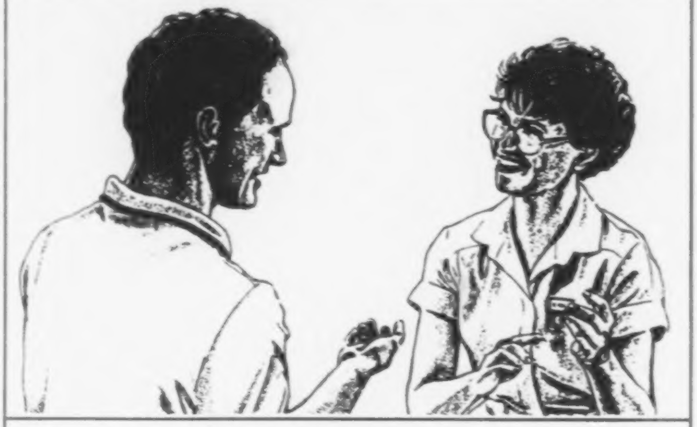
PASSIVE BEHAVIOR



PASSIVE

1. Avoids problems.
2. Establishes a pattern of being taken advantage of.
3. Lets others guess how he/she feels.
4. Builds anger and resentment.
5. Talks to others with respect for others.
6. Lacks confidence.
7. Hopes for favors, services, etc.

ASSERTIVE BEHAVIOR



ASSERTIVE

1. Attacks the problem.
2. Establishes a pattern of respect for future dealings.
3. Lets others know how he/she thinks and feels.
4. Deals constructively with anger.
5. Talks to others with respect for others and for himself or herself.
6. Is confident.
7. Requests favors, services, etc.

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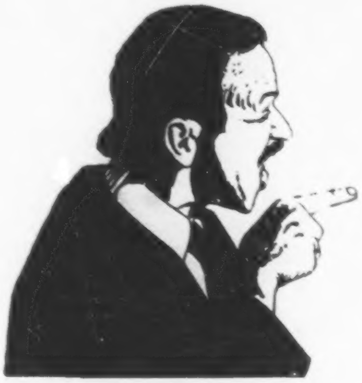
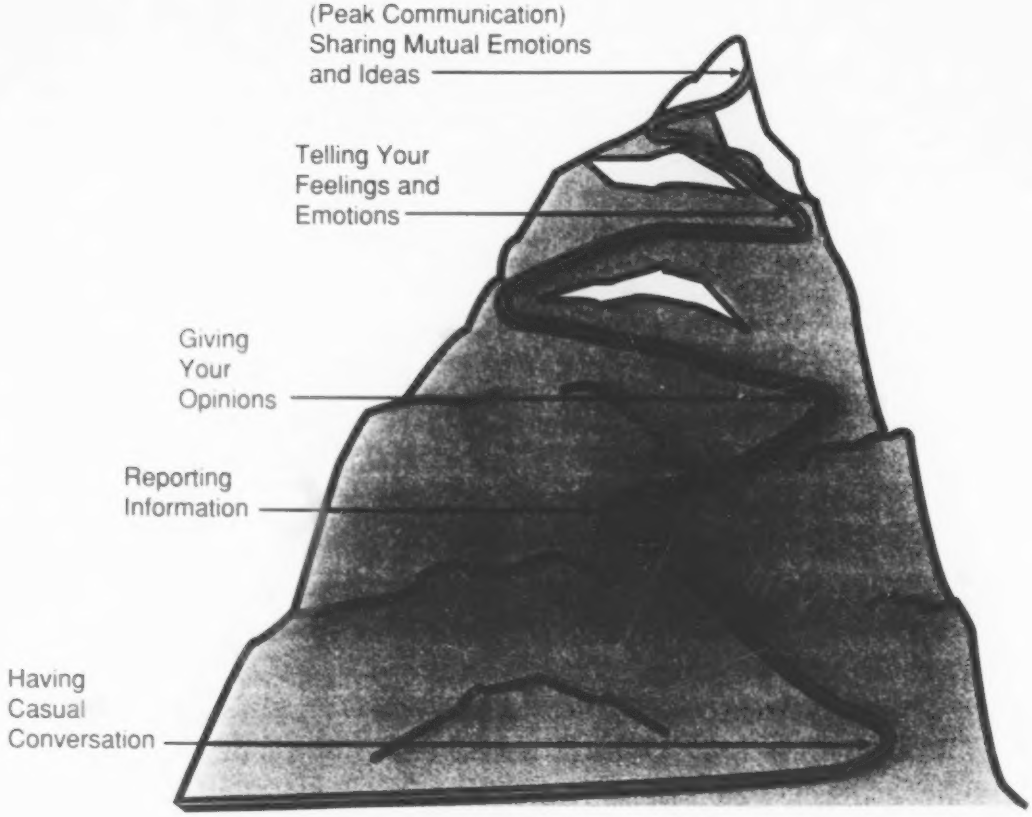
AGGRESSIVE BEHAVIOR



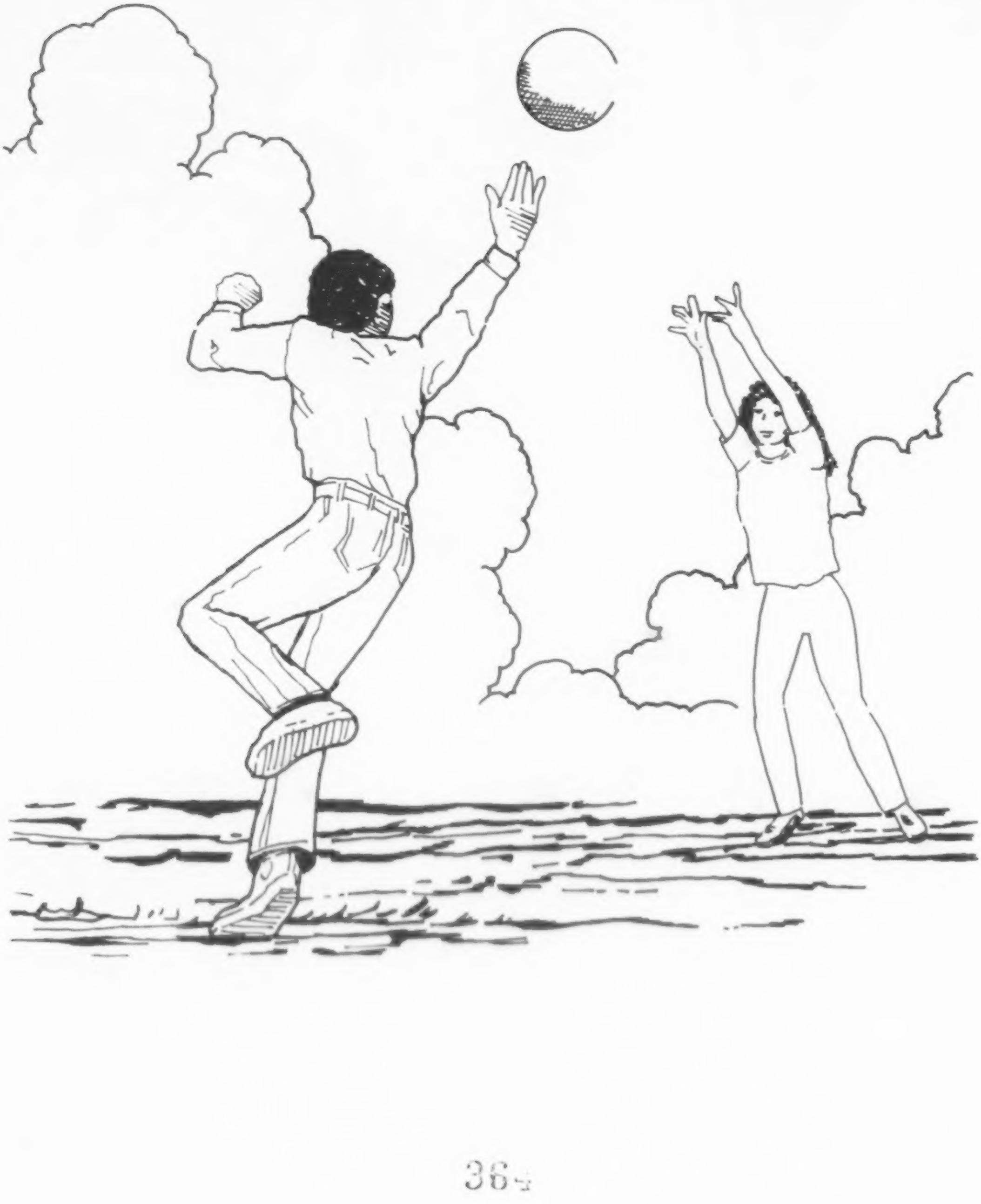
AGGRESSIVE

1. Attacks people.
2. Establishes a pattern of fear and avoidance of the aggressor.
3. Lets others know how he/she feels.
4. Acts out in anger.
5. Talks to others considering him/herself only.
6. Is cocky, hostile.
7. Demands favors, services, etc.

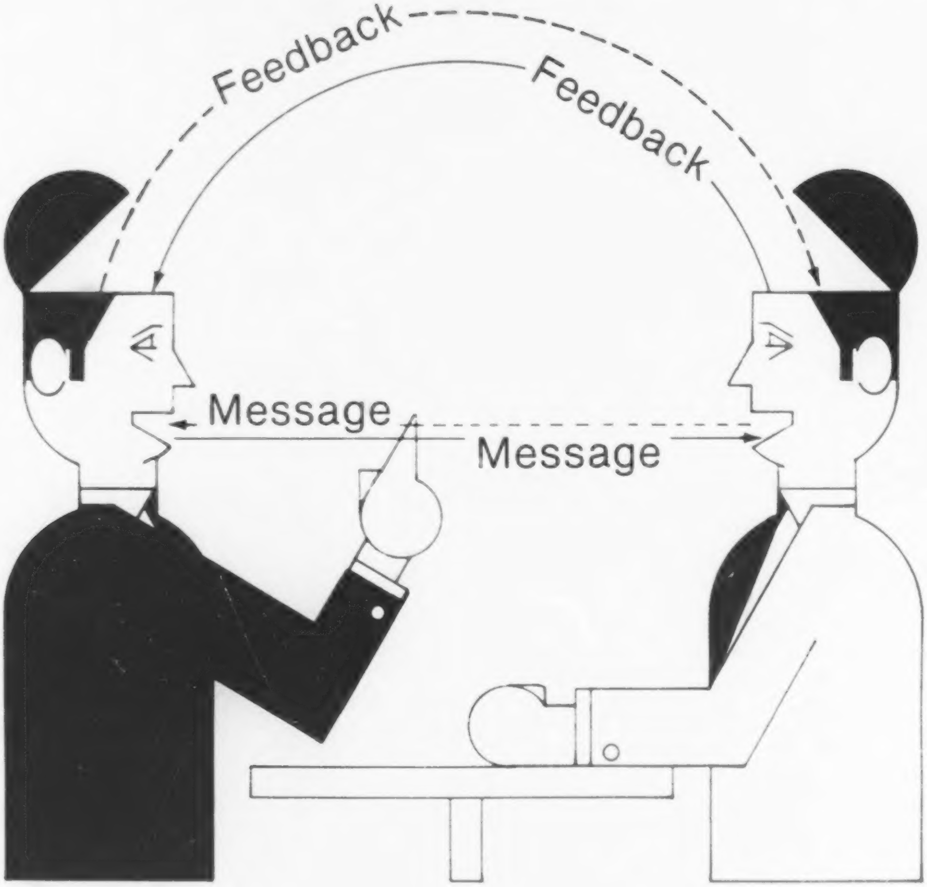
How High Have You Climbed?


(Peak Communication)
Sharing Mutual Emotions
and Ideas
Telling Your
Feelings and
Emotions
Giving
Your
Opinions
Reporting
Information
Having
Casual
Conversation

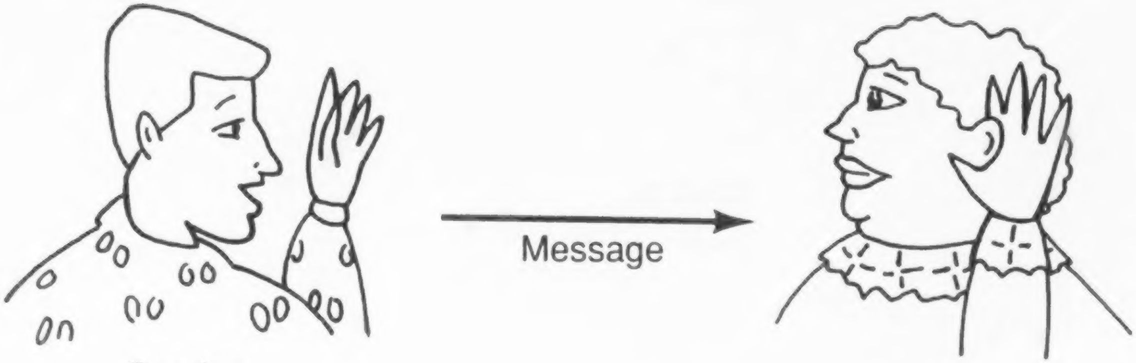
Two-Way Conversation



Feedback


Feedback
Feedback
Message
Message

Communication



Message

Sender

Receiver

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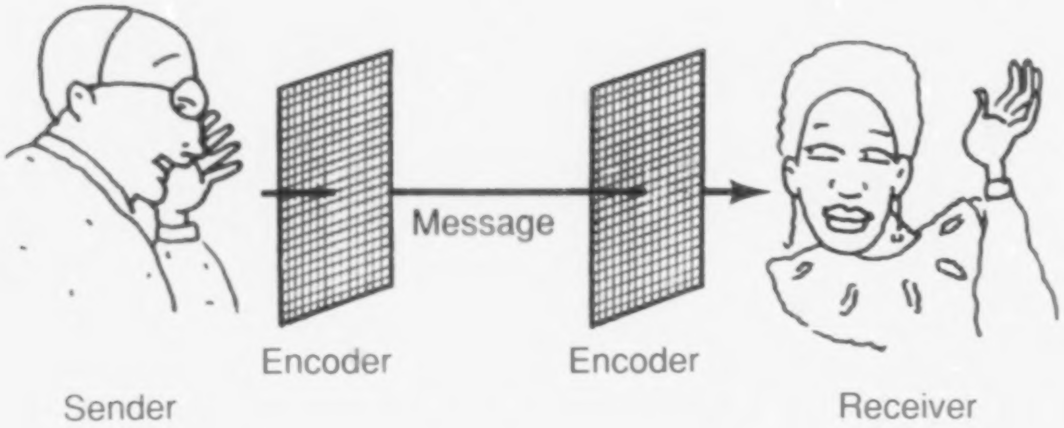
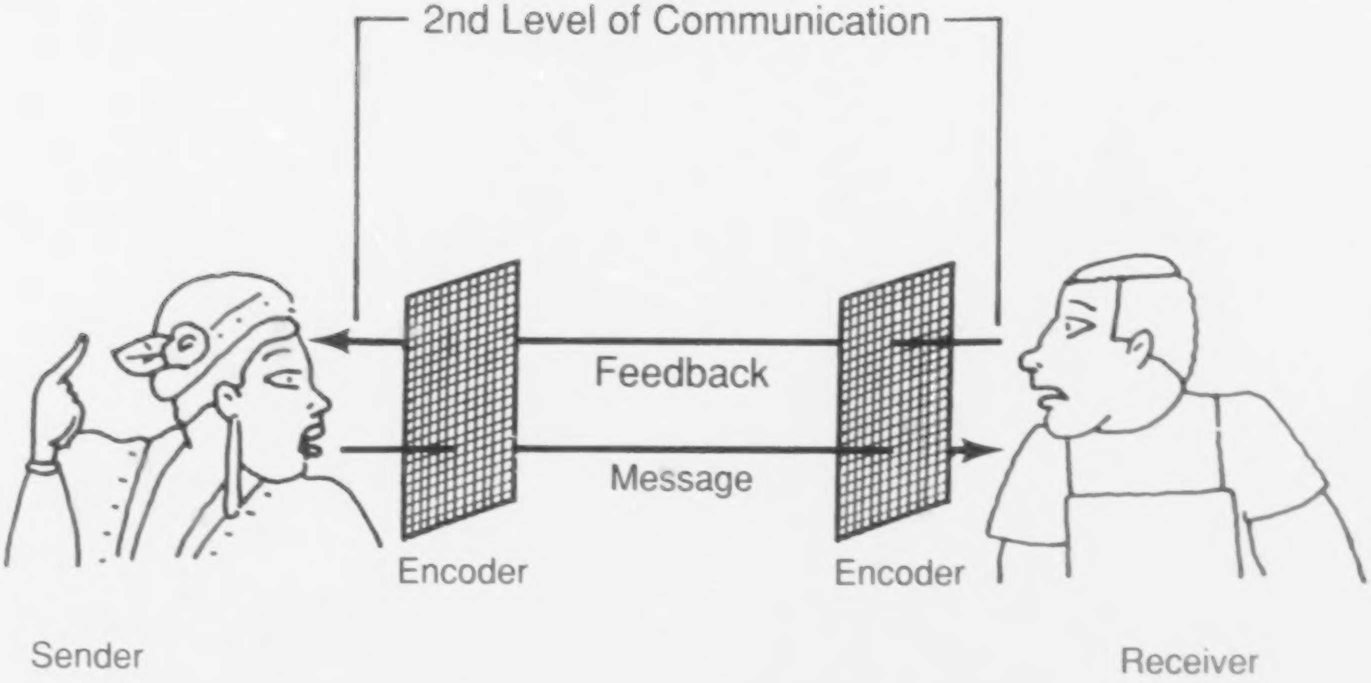
TM 4

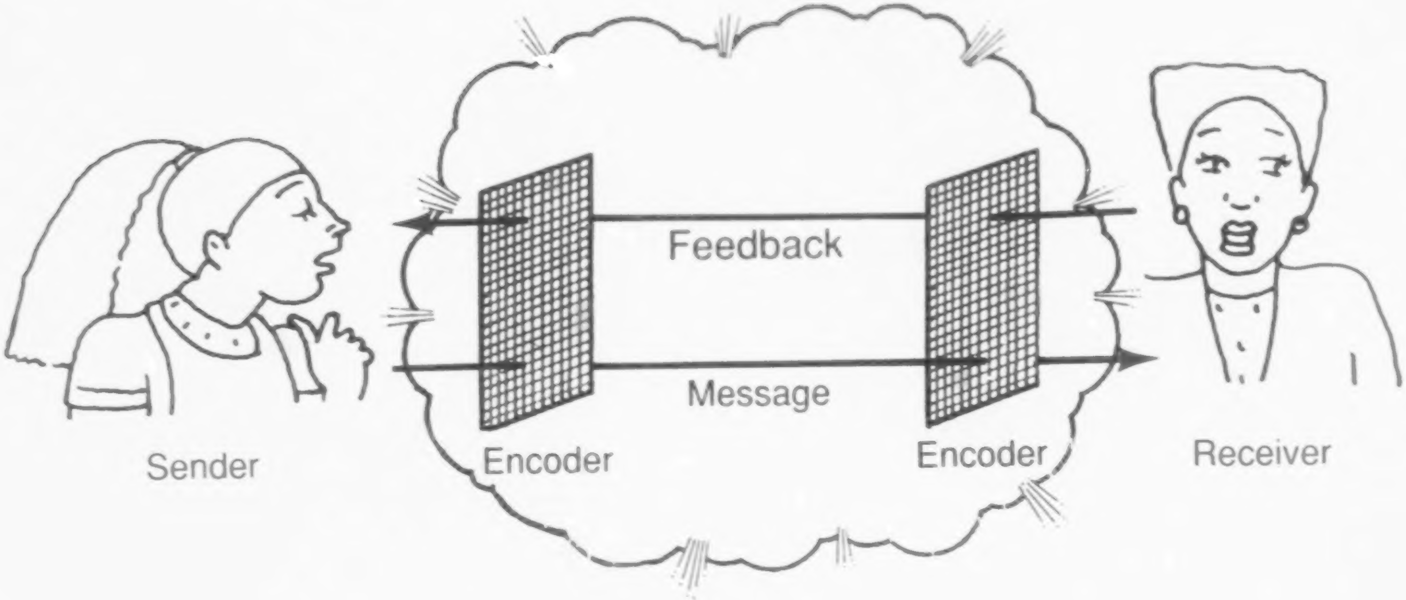
Encoded Message


Message
Encoder
Encoder
Sender
Receiver

Communication


2nd Level of Communication
Feedback
Message
Encoder
Encoder
Sender
Receiver

Noise



Feedback

Message

Sender

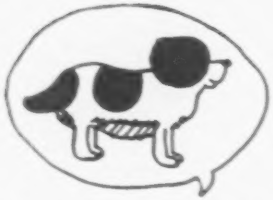
Encoder

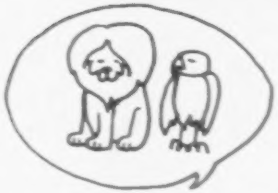
Encoder

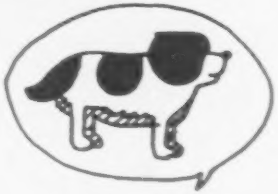
Receiver

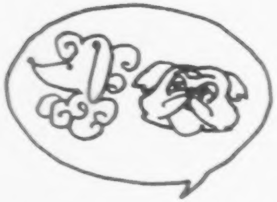
Noise

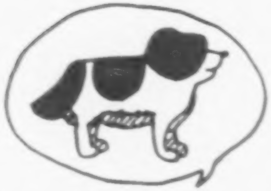
Communicating

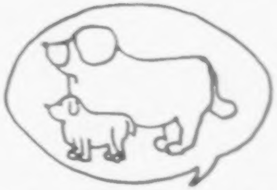

"I have a pet at home."

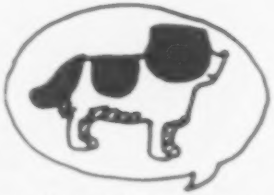

"Oh, what kind of a pet?"

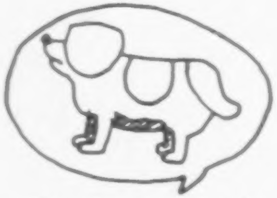

"It is a dog."

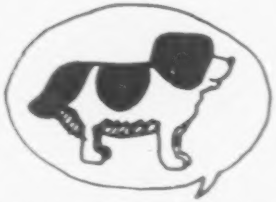

"What kind of a dog?"

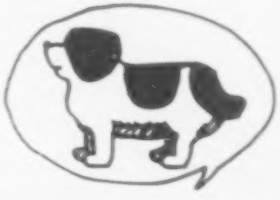

"It is a St. Bernard."


"Grown up or a puppy?"


"It is full grown."


"What color is it?"


"It is brown and white."


"Why didn't you say you had a full grown brown and white St. Bernard as a pet in the first place?"

"Why doesn't anybody understand me?"

Do not assume that everyone understands common words.

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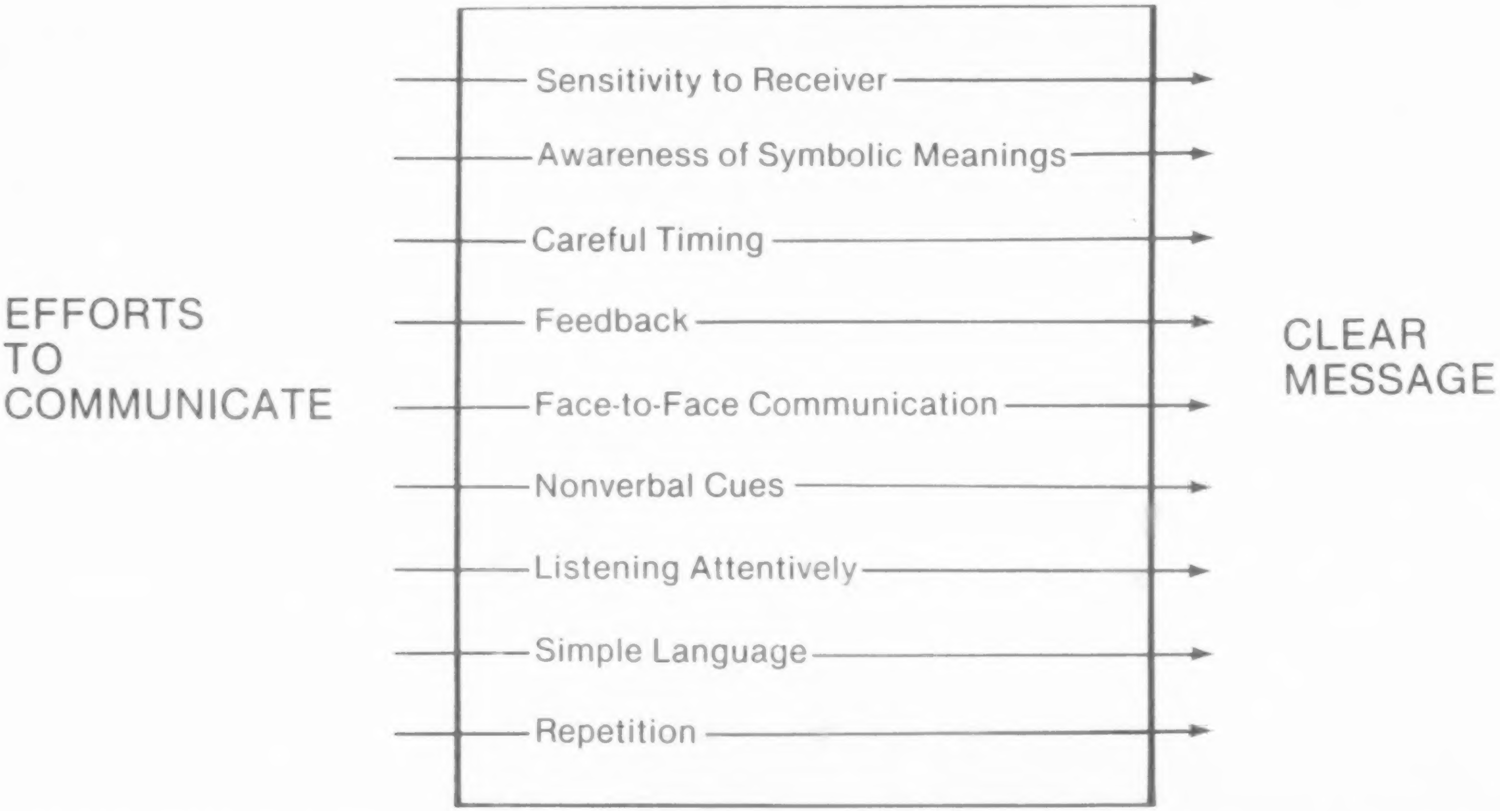
TM 8

Techniques for Improved Communication



EFFORTS TO COMMUNICATE

- Sensitivity to Receiver
- Awareness of Symbolic Meanings
- Careful Timing
- Feedback
- Face-to-Face Communication
- Nonverbal Cues
- Listening Attentively
- Simple Language
- Repetition

CLEAR MESSAGE

George Strauss, Leonard R. Sayles. *Personnel: The Human Problems of Management*, 4th ed., ©1980, p. 179. Adapted by permission of Prentice Hall, Inc., Englewood Cliffs, New Jersey.

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TM 9

ACTIVITY SHEET 1

DEVELOP COMMUNICATION SKILLS

IV

Functional Reading Skills
- Follow written instructions

Oral Presentation Skills
- Use good speaking techniques (pitch, volume, rate, inflection)

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Give/follow oral directions
- Analyze/apply non-verbal communication
- Work effectively in a group

General Relating Skills
- Analyze/apply non-verbal communication
- Interact with professional colleagues/associates
- Participate in group activities

Cognitive Activity Skills
- Draw conclusions
- Evaluate results/outcomes

DESCRIBE A SHAPE

Draw a shape on a piece of paper and put it in a pile with other students' papers. Choose one piece and instruct the other students in drawing it. A one-inch square, for example, would be discussed this way: "Put your pencil on the paper. Draw a horizontal line one inch long to the right. Now draw a vertical line one inch long upward at a 90°. Now draw another horizontal line one inch long to the left at a 90° angle. Now draw another vertical line one inch long to join where you started.

HINT: The more complex the shape, the more fun the game.

PLAY GOSSIP

It's an old favorite. The instructor whispers something to a student. The student passes it on, until all students hear the secret. No one may speak above a whisper or tell it more than once. The last student says it out loud. How much has it changed?

TELL A STORY

Send six students out of the room. Bring the first student in and tell him a story. The more characters, the better. Have a second student come in and let the first student repeat the story. Then the second student tells the third, etc., until the sixth tells the class.

HINT: Auto accident reports work well.

BASIC SKILLS

DEVELOP COMMUNICATION SKILLS

IV

INSTRUCTIONAL SUPPLEMENT FOR ACTIVITY SHEET 1

Skill development for: READING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Introduce assignment by asking students if they think they are good communicators. Ask: Who do you communicate effectively with? Your boss? Your teachers? Your co-workers/fellow students? Your children? Your parents? What causes breakdowns in communication?

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Follow written instructions

ORAL COMMUNICATIONS SKILLS

— Use good speaking techniques (pitch, volume, rate, inflection)

— Apply active listening skills

— Give/follow oral directions

— Analyze/apply non-verbal communication

— Work effectively in a group

INTERPERSONAL/RELATING SKILLS

— Analyze/apply non-verbal communication

— Interact with professional colleagues/associates

— Participate in group activities

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Draw conclusions
- Evaluate results/outcomes

- After students have drawn the shapes according to the directions, have them hold them up for everyone to see. Try to analyze what went wrong with the communication process, if anything. If class is large, continue the activity with smaller groups.
  - Students may also want to try drawing medical equipment: e.g. stethoscopes, thermometers, tongue depressors, bed pans, etc.
  - After students have finished *Describe a Shape*, ask what makes the description so difficult. How much do we rely on visual communication as opposed to verbal communication?
  - After students have played *Gossip*, ask why it is funny and what it teaches us about miscommunication.
  - After students have finished *Tell a Story*, ask what it teaches us about miscommunication. What is the difference between first-hand information, second-hand information, third-hand information, etc.
- If students have difficulty with listening and questioning skills, have them pretend to be roving reporters or *just-the-facts-m'am* detectives. Devise a story or scenario and have them answer the questions:

WHO? WHAT? WHEN? WHERE? WHY? HOW?

ASSIGNMENT SHEET 1

DEVELOP COMMUNICATION SKILLS

NAME ______________________________ SCORE ______

OBJECTIVE 14

Practice assertive techniques.

INTRODUCTION

Assertiveness is useful in all parts of life. In the exercise below, you will choose a situation and use assertive techniques to deal with it.

DIRECTIONS

1. With a partner, choose one of the situations below or devise a situation of your own.
2. Choose which role you will play.
3. Decide which of you will handle the situation assertively and whether the other character will be passive or aggressive.
4. Act out the situation, with one person acting assertively, and the other acting passively or aggressively.
5. Reverse roles and repeat the assignment. (Each student is to demonstrate assertive techniques once.)
6. Have your instructor observe your work.
7. Write a paragraph about how you felt when you acted assertively.

Functional Reading Skills
- Follow written instructions

Language Skills
- Use standard grammar, correct spelling, punctuation and capitalization
- State ideas clearly

Composition Skills
- Use complete sentences

Oral Presentation Skills
- Make persuasive presentations
- Use effective body language

Listening Skills
- Draw conclusions/ make generalizations

SITUATIONS

- Someone backs into your brand new car.
- Your boss asks you to work late on Friday night.
- A co-worker wants to gossip.
- A patient asks personal questions about a doctor.
- A new waitress serves you the wrong order.
- Your child brings home failing grades.

Interactive Communication Skills
- Analyze/apply non-verbal communication
- Work effectively in a group
- Communicate with professional colleagues/ associates

General Relating Skills
- Analyze/ apply non-verbal communication
- Interact with professional colleagues/ associates
- Participate in group activities
- Identify personal values/attitudes

Cognitive Activity Skills
- Evaluate results/outcomes

Job Acquisition / Development Skills
- Develop self confidence/esteem
- Deal effectively with professional colleagues/ associates

Social Studies Application Skills
- Investigate/apply principles of sociology

- You ask your boss for a raise.
- An older patient refuses to tell you his/her age.
- A neighbor's dog is running loose.
- You need help with the housework, but everyone else has other plans for the evening.
- The people in the apartment next door are playing loud music.
- When you arrive at a store to buy an advertised special item, they are sold out and the clerk won't give you a rain check.

BEST COPY AVAILABLE

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 1

Skill development for: WRITTEN SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by asking students if they believe they stand up for themselves or find this difficult to do. Ask: In what situations do you find you are doing something you really do not want to do? Do you think women who stand up for themselves are considered aggressive? How do you feel when you do something to accommodate others that you really do not want to do?

- Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  - Follow written instructions

  WRITING SKILLS

  - Use standard grammar and correct spelling, punctuation, and capitalization
  - State ideas clearly
  - Use complete sentences

  ORAL COMMUNICATIONS SKILLS

  - Make persuasive presentations
  - Use effective body language
  - Draw conclusions/make generalizations
  - Analyze/apply non-verbal communication
  - Work effectively in a group

- Communicate with professional colleagues/associates

INTERPERSONAL/RELATING SKILLS

- Analyze/apply non-verbal communication
- Interact with professional colleagues/associates
- Participate in group activities
- Identify personal values/attitudes

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Develop good work habits/attitudes
- Deal effectively with co-workers

SOCIAL STUDIES SKILLS

- Investigate/apply principles of sociology

- If possible, make a video of students' role playing. When they view it, encourage them to comment on their own presentations as well as on other class members. Ask: Which presentations do you like? Why? What do you think you could improve? What do you think about the body language and proximics used? Have students do this informal evaluation even if you cannot make a video.

- When students write their paragraphs, suggest that they include a description of their assertive action: i.e. What happened? Who said what? Perhaps they feel they could have acted more assertively. If so, they may write how they could have behaved differently.

- Ask students if they have ever faced situations similar to those in the assignment sheet. Ask: How did you behave? Would you behave differently now? How?

- Ask students if they can explain the difference between assertive behavior and aggressive behavior with regard to a specific situation. Have them consider if there are different standards for men and women.
- Tell students to report to the class tomorrow (or a subsequent day) about a real situation in which they acted assertively.

ASSIGNMENT SHEET 2

DEVELOP COMMUNICATION SKILLS

IV

NAME ______________________________ SCORE ______

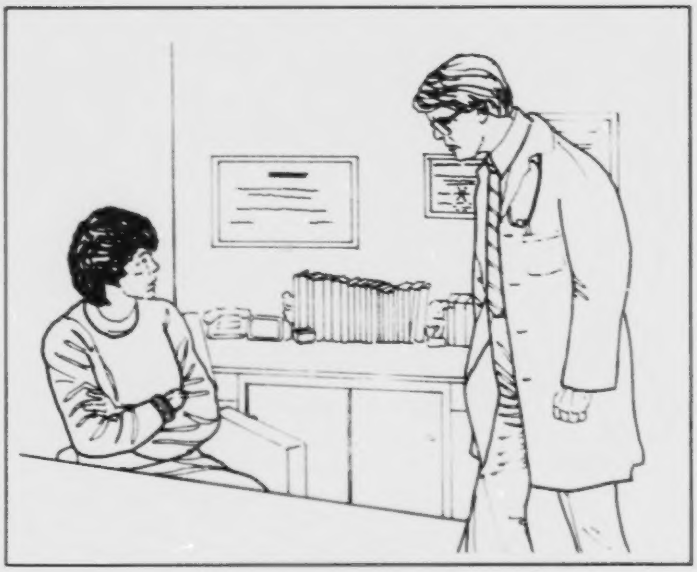
OBJECTIVE 15 **Practice verbal and nonverbal signals.**

INTRODUCTION We communicate verbally and nonverbally. To communicate well, we must be able to use and understand both types of signals.

DIRECTIONS

1. For each of the photographs below, write what you think each person in the photograph is feeling.
2. List three reasons their body language or expression indicates that feeling.
3. Choose one illustration and list three words or phrases you think they may be using.

EXAMPLE:



a. The lady is feeling angry and that she is being attacked. The man is also angry, but is more aggressive.

Functional Reading Skills
- Follow written instructions

Language Skills
- Use standard grammar, correct spelling, punctuation and capitalization
- State ideas clearly

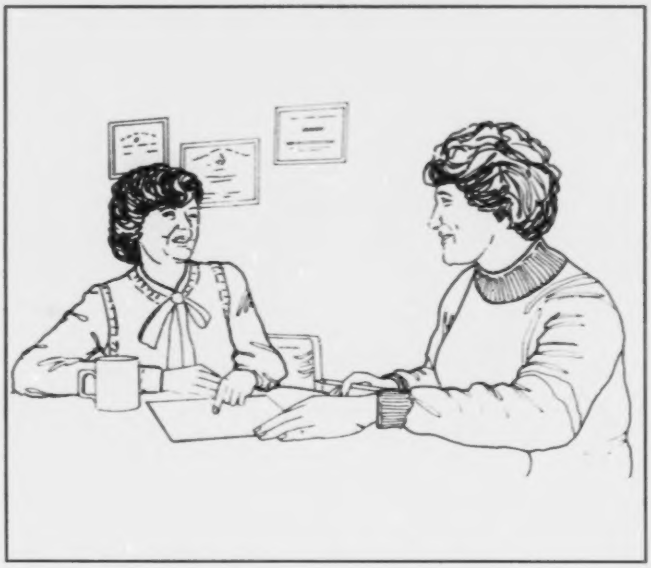
Interactive Communication Skills
- Analyze/apply non-verbal communication

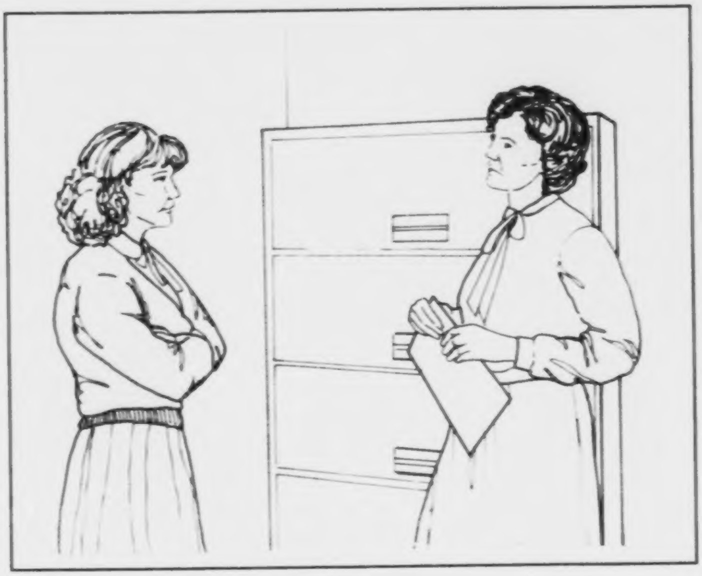
General Relating Skills
- Analyze/apply non-verbal communication skills
- Identify personal values/attitudes

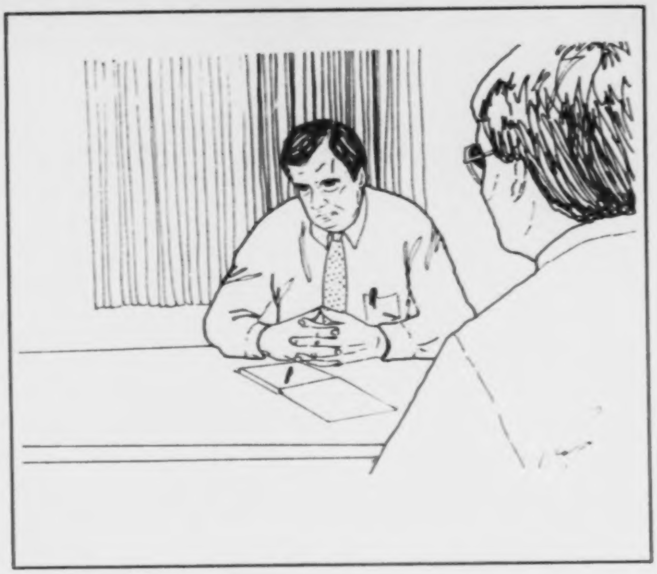
Cognitive Activity Skills
- Identify critical elements/issues
- Draw conclusions

b. The lady: arms crossed, leaning away from the man, her head is bowed a little. The man: clenched fist, standing over her, neck is stuck out

c. He is probably saying "you" a lot and words like "don't" or "shouldn't". She is probably saying "I'm sorry" or "I didn't mean to."







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DEVELOP COMMUNICATION SKILLS

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 2

Skill development for:
READING SKILLS
WRITTEN SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Ask students to consider ways we communicate without words. Have volunteers use gestures to communicate the following: say yes/no; indicate approval/disapproval; indicate that something smells bad/good; show you are bored/interested/thinking/thirsty/broke.

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Follow written instructions

WRITING SKILLS

— Use standard grammar and correct spelling, punctuation, and capitalization

— State ideas clearly

ORAL COMMUNICATIONS SKILLS

— Conduct/receive interviews

INTERPERSONAL/RELATING SKILLS

— Analyze/apply non-verbal communication

— Identify personal values/attitudes

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Identify critical elements/issues

— Draw conclusions

- Remind students to use standard grammar, correct spelling, punctuation, and capitalization. When they finish writing, have them work with a partner to check each other's writing for the above and make revisions.

- As students examine the pictures have them consider the following: Is one person more dominant? How do you know? Are the people in the pictures equals or is one subordinate, the other dominant. How do you know? Who is acting assertively, aggressively, passively?

- Remind students to consider the following aspects of body language: Are the people in the pictures making eye contact? What does that tell you? What is the position of hands/arms? What do their facial expressions tell you?

- Ask volunteers to read what they wrote for a particular pictures to the class. Ask for class input.

- As a class or in smaller groups decide what happened before the picture and what will come after. Uses these as a basis for role playing. Have the class comment on gestures and body language that are used.

- Ask students if they have ever been in situations similar to those depicted in the pictures. ask: What did you do? What would you do differently now?

ASSIGNMENT SHEET 3

DEVELOP COMMUNICATION SKILLS

IV

NAME ______________________________ SCORE ________

OBJECTIVE 16 **Practice effective communication techniques.**

INTRODUCTION Effective communication between people is the key that opens the door to meaningful relationships. As a nurse, you must develop communication techniques to use with patients and other staff members.

DIRECTIONS Respond in writing how you would communicate in the situations depicted and explain why you chose that response.

Functional Reading Skills
- Follow written instructions

Language Skills
- State ideas clearly

General Relating Skills
- Interact with clients/customers/patients
- Identify personal values/attitudes

Cognitive Activity Skills
- Identify critical elements/issues
- Identify underlying causes
- Transfer knowledge/training to new situations

PART I

1. Patient: Nurse, did my test show that I have cancer?

   Nurse response: ______________________________

   ____

   Reason for response: ______________________________

   ____

2. Patient: My leg hurts so bad I'll never be able to go down to physical therapy and walk today.

   Nurse response: ______________________________

   ____

   Reason for response: ______________________________

   ____

Job Acquisition/
Development Skills
- Deal effectively with customers/clients/ patients

PART II Use specific communication techniques. Give an example of the technique listed and explain your reasons.

1. Patient: That nurse that was just in here had been crying. Is there something wrong? Did I do something wrong?

   Nurse response: ______________________________

   ____

   Reason for response: ______________________________

   ____

2. Patient: I just saw Dr. Rich pull up in a new Mercedes. He sure has a lot of money, doesn't he? I hear he married well. Is that true?

   Nurse response: ______________________________

   ____

   Reason for response: ______________________________

   ____

3. Patient: I've got to go home tomorrow. I just have to be there by 10:00.

   Nurse response: ______________________________

   ____

   Reason for response: ______________________________

   ____

4. Patient: I hate it here in this hospital and I'm not staying.

Nurse response: ______________________________

____

Reason for response: ______________________________

____

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 3

Skill development for:
READING SKILLS
WRITTEN SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by explaining that not all patients will be "ideal." Some may be quite the opposite and not want to cooperate. Others may even be hostile. It is very important to know in advance how to deal with all kinds of patients. This assignment sheet will give practice in this area.

- Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  — Follow written instructions

  WRITING SKILLS

  — State ideas clearly

  INTERPERSONAL/RELATING SKILLS

  — Interact with clients/customers/patients

  — Identify personal values/attitudes

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  — Identify critical elements/issues

  — Identify underlying causes

  — Transfer knowledge/training to new situations

  EMPLOYABILITY SKILLS

  — Deal effectively with customers/clients/patients.

- Review writing skills with students.

- Ask students to find a partner and dramatize one of the situations. Ask class to give its input about which responses they like and why. Have class make suggestions about how to improve their statements which attempt to mirror the other person's feelings.

- Divide class into small groups. Have each student create an original patient situation, then, present it to another student in the group who gives a response. The responses should illustrate a good example (the mirroring technique) and a bad example (a "you" message). Other members of the group will explain why the responses are good/bad. Make tape recordings/videos of these conversations. Play them back on a subsequent day. Have class analyze the effectiveness of the responses.

ASSIGNMENT SHEET 4

DEVELOP COMMUNICATION SKILLS

IV

NAME ______________________________ SCORE ________

OBJECTIVE 17 **Analyze a communication situation for effectiveness.**

INTRODUCTION We could all improve our communication skills. No matter how perfect we may be, there are always improvements we can make. Some communication problems are minor and hard to recognize. Others are easier to see.

DIRECTIONS Read the story below, then answer the questions. Each transaction is numbered and consists of Mrs. Fearful's expression and Nurse DoGood's response.

Reading Comprehension Skills
- Gain factual information
- Analyze cause and effect
- Draw conclusions
- React to written material

Functional Reading Skills
- Follow written instructions

Language Skills
- Use standard grammar, correct spelling, punctuation and capitalization
- State ideas clearly

Composition Skills
- Use complete sentences

Nurse DoGood: Good morning, Mrs. Fearful. I'm Nurse DoGood and I'm going to get you ready to go to surgery this morning.

1. Mrs. Fearful: I'm so frightened, Nurse. I didn't sleep all night. I kept thinking about my children at home.

Nurse DoGood: Now, now, I'm sure your children are just fine. Don't worry about sleep. You'll get plenty of sleep down in surgery.

2. Mrs. Fearful: Will I be asleep before I go to surgery? I want to see my husband before I go. I need to tell him something.

Nurse DoGood: We've got to hurry up and get you all bathed and ready to go. Do you want to take a shower or a tub bath?

3. Mrs. Fearful: Well, I guess I'll take a shower. Has my doctor come in yet? He said he would check on me before I go down to surgery.

Nurse DoGood: Oh yes, I saw him come in the back door. He's probably already downstairs getting scrubbed up.

General Relating Skills
- Investigate/ apply communication process models
- Interact with clients/customers/ patients
- Identify personal values/attitudes

Teamwork/Cooperative Skills
- Identify needs/drives
- Select/apply appropriate behavior
- Investigate/identify group/corporate climate
- Give/receive feedback
- Identify hidden purposes

Leadership/Influencing Skills
- Obtain confidence of others

Cognitive Activity Skills
- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Deal effectively with customers/clients/ patients

4. Mrs. Fearful:	OH, NO! I must talk to him before I have my surgery.
Nurse DoGood:	Now don't you worry about anything. I'm sure things will go all right since he's such a fine surgeon.

1. How do you think the patient felt?

2. What mistakes did Nurse DoGood make?

3. Select two transactions and describe how you would have responded to Mrs. Fearful in each.

Social Studies Application Skills

- Investigate/apply principles of psychology

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DEVELOP COMMUNICATION SKILLS

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 4

Skill development for:
READING SKILLS
WRITING SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by teaching the meaning of the word *empathy* = the ability to put oneself in someone else's place, see through his eyes, walk in his shoes; from *pathos* = feeling/passion. Ask if students know other related words (sympathy, pathos, etc.). Ask how empathy differs from sympathy. Explain that in Assignment Sheet 4, students are to decide if the nurse is empathic (also empathetic).

- Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  — Gain factual information

  — Analyze cause and effect

  — Draw conclusions

  — React to written material

  — Follow written instructions

- WRITING SKILLS

  — Use standard grammar and correct spelling, punctuation, and capitalization

  — State ideas clearly

  — Use complete sentences

INTERPERSONAL/RELATING SKILLS

- Investigate/apply communication process models
- Interact with clients/customers
- Identify personal values/attitudes
- Identify needs/drives
- Select/apply appropriate behavior
- Investigate/identify personal styles
- Give/receive feedback
- Identify hidden purposes
- Obtain confidence of others

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Identify critical elements/issues

EMPLOYABILITY SKILLS

- Deal effectively with customers/clients/patients

SOCIAL STUDIES SKILLS

- Investigate/apply principles of psychology

- Caution students to read carefully in order to analyze Nurse DoGood's responses. When they have finished reading, ask if they think the nurse is empathic.
- As students answer questions 1, 2, 3, remind them to use complete sentences and to state their ideas clearly.
- Ask volunteers to read their answers aloud. Have the class give its input.

- Have volunteers dramatize the conversation between the nurse and patient. The nurse should change the original dialogue to what he/she wrote. This activity may be conducted with the entire class or in smaller groups.

- If students are having trouble with the interpersonal skills, have them role play. Change Mrs. Fearful to a different character: e.g. a child, an old man, a teenage boy. The nurse should be as empathic as possible. If students are reluctant to step into the role of these characters, let them use puppets or paper dolls to represent them. An easy finger puppet can be made using just the hand: i.e., the index finger and the thumb in opposition. Draw eyes on the index finger and manipulate the thumb to represent a mouth. This activity may be conducted with the entire class or in smaller groups.

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ASSIGNMENT ANSWERS

DEVELOP COMMUNICATION SKILLS

IV

ASSIGNMENT SHEET 1

Each assertive discussion should focus on finding a win-win solution. Students should use assertiveness and communication skills discussed in the unit and in class to the satisfaction of the instructor.

Non-assertive behavior should be clearly aggressive or passive or may grow from one to the other. The student should be able to identify the type of behavior exhibited.

ASSIGNMENT SHEET 2

Picture 1.	Open, relaxed, cooperative, friendly Smiles, relaxed posture, head held high, close proximity of hands
Picture 2.	Hostility, lack of acceptance, aggression, little chance of compromise or change, anger Grimaces, crossed arms, bodies leaning away from one another, distance between people
Picture 3.	Indifference, boredom, lack of listening Twiddling thumbs, expression, rounded shoulders, elbows on desk

Conversations for each are subjective and should reflect the emotions listed above.

ASSIGNMENT SHEET 3

Check that answers are appropriate, logical, and meet the objective of the communication. Answers will vary. These examples are only for guidance.

PART I

1. "I'm not allowed to discuss that. Have you talked to your doctor?" Patient may not know procedures and need clarifying or may need to talk about all that has happened; I-statements remove blame.

2. "Really? How bad does it feel?"

   Because the patient may need to talk about other things: boredom, dreading physical therapy, or loneliness.

PART II

1. "Do you think you did something to upset her?"

   The nurse can't assume the patient is just nosey and should be sure the patient doesn't feel responsible.

2. "I'm not allowed to discuss staff's personal life."

   Using you-statements may cause more tension and make future communication difficult.

3. "Tomorrow at 10:00?"

   The patient is obviously concerned about something else. Reflective listening will allow the patient to talk further without forcing the issue.

4. "You really don't want to be here, do you?"

   The patient is discussing how he feels. Conversation should focus on those feelings.

ASSIGNMENT SHEET 4

1. The patient was nervous about surgery. She probably also felt angry and ignored by Nurse DoGood.
2. She didn't listen. She didn't meet the emotional needs of the patient. She did not relay important information about the status of the patient to the doctor.
3. 1. Nurse DoGood did not show any understanding of the patient's feelings. Reflective listening or telling what you see would be much more appropriate.
   2. Nurse DoGood did not give information to the patient that the patient had a right to. Once again, she did not show any understanding of the patient's feelings.
   3. Nurse DoGood made an assumption and passed on information that might not be true. In this case, she may have damaged the doctor/patient relationships.
   4. Again, Nurse DoGood shows no compassion. She ignores the patient's concerns.

JOB
SHEET 1

DEVELOP COMMUNICATION SKILLS

IV

OBJECTIVE 18

Demonstrate telephone etiquette.

EQUIPMENT AND SUPPLIES

- Telephone
- Pencil
- Paper
- Operating manual for telephone if appropriate

PROCEDURE

1. Study the operating manual for your telephone. Find out how to put calls on hold, how to transfer calls, and how to move from line to line.
2. Your instructor will place a call to you. Answer the call, using the guidelines in the Information Sheet, Objective 12.
3. Place a call to your instructor. During this call, you are to assume you are placing a long distance call to refer a patient to a specialist.

Reading Comprehension Skills
- Gain factual information
- React to written materials

Functional Reading Skills
- Follow written instructions

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Give/follow oral directions
- Apply questioning techniques
- Communication with professional colleagues/ associates

General Relating Skills
- Interact with professional colleagues/ associates

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Develop good work habits/attitudes
- Develop self confidence/esteem
- Deal effectively with professional colleagues/ associates

Basic Skills (continued)

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DEVELOP COMMUNICATION SKILLS

INSTRUCTIONAL SUPPLEMENT FOR JOB SHEET 1

Skill development for:
READING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by asking students how they answer the telephone at home. Ask: Are you formal or informal; i.e. Do you say "hello," or do you say, "Jones' residence, Mary speaking"? Remind students that in a work situation, formal, polite language is required. The following job sheet will give practice in this area.

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Gain factual information

— React to written material

— Follow written instructions

ORAL COMMUNICATION SKILLS

— Apply active listening skills

— Give/follow oral directions

— Apply questioning techniques

— Communicate with professional colleagues/associates

INTERPERSONAL/RELATING SKILLS

— Interact with professional colleagues/associates

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Transfer knowledge/training to new situations

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EMPLOYABILITY SKILLS

- Master specific job task/procedure
- Develop good work habits/attitudes
- Develop self-confidence/esteem
- Deal effectively with professional colleagues/associates

- Remind students to follow guidelines for using the telephone in Objective 12.
- Remind students to speak clearly in a well-modulated voice and to always be polite.
- If possible arrange a physical separation between telephones or have participants sit back to back.
- Encourage class to listen carefully to each phone conversation and give input afterwards. Was the student (nurse) professional? knowledgeable? polite? to the point? etc.
- Divide class into smaller groups. Each group will create situations for telephone calls and call the other groups in the class.

PRACTICAL TEST 1

DEVELOP COMMUNICATION SKILLS

IV

JOB SHEET 1

Demonstrate telephone etiquette.

STUDENT'S NAME ____________________ DATE ______________

EVALUATOR'S NAME __________________ ATTEMPT NO. _____

INSTRUCTIONS

When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Answered the phone before the third ring.	_____	_____
2. Held and spoke into the phone properly.	_____	_____
3. Had a pencil and paper ready.	_____	_____
4. Identified the place of business, unit, or department.	_____	_____
5. Identified self.	_____	_____
6. Used a pleasant voice.	_____	_____
7. Used the caller's name.	_____	_____
8. Was courteous.	_____	_____
9. Followed proper operational procedures for answering the phone.	_____	_____
10. Followed proper operational procedures for transferring the call.	_____	_____

	YES	NO
11. Followed proper operational procedures for putting the caller on hold.	____	____
12. Told the caller he/she would be transferred and why.	____	____
13. Told the caller the extension number he/she was being transferred to.	____	____
14. Replaced the receiver quietly.	____	____
15. Listed questions before placing the call.	____	____
16. Identified self clearly.	____	____
17. Asked for person or department needed.	____	____
18. Identified long-distance call.	____	____
19. Wrote down name of person dealt with.	____	____
20. Performed steps in a timely manner.	____	____
21. Provided satisfactory responses to questions asked.	____	____

EVALUATORS COMMENTS ____

____

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PRODUCT EVALUATION

(EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another product must be submitted for evaluation.)

CRITERIA

Used communication techniques effectively	4	3	2	1
Used professional, supportive manner	4	3	2	1
Communicated competently	4	3	2	1

EVALUATORS COMMENTS

____

____

____

PERFORMANCE EVALUATION KEY

4 - Skilled — Can perform job with no additional training.
3 - Moderately skilled — Has performed job during training program; limited additional training may be required.
2 - Limited skill — Has performed job during training program; additional training is required to develop skill.
1 - Unskilled — Is familiar with process, but is unable to perform job.

AVERAGE RATING

(EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.)

WRITTEN TEST

DEVELOP COMMUNICATION SKILLS

IV

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with communication skills to their definitions. Write the correct letters in the blanks.

______1. Judgment or opinion formed at an earlier time or from previous experience; precognition

______2. Communication through the use of written or spoken words

______3. Look, intonation, or sign that conveys meaning or feeling

______4. Exchange of thoughts, feelings, and information by verbal or nonverbal messages

______5. Verbal or nonverbal responses

______6. Any specific feeling that results in mental and physical effects

______7. The person with whom you are exchanging communication

______8. Free from prejudice

______9. Communication through exchange without the use of words

______10. Communication that is clearly sent and received in a constructive way

______11. To receive communication and "filter" it through your system of values and perspectives

a. Communication
b. Effective communication
c. Emotion
d. Encode
e. Expression
f. Feedback
g. Nonverbal
h. Opinion
i. Partner
j. Prejudice
k. Stereotype
l. Talking
m. Unbiased
n. Verbal

OBJECTIVE 2

List purposes of communication. List four purposes.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

OBJECTIVE 3

Match parts of the communication model to their descriptions. Write the correct letters in the blanks.

______1. What is being said

______2. The filter between the person and the message

______3. The person "speaking"

______4. The person "listening"

______5. The second level of messages as communication continues

______6. The background disruptions, strong emotions, and preconceived views that may cloud the message

a. Distractors

b. Encoder

c. Feedback

d. Filter

e. Message

f. Noise

g. Receiver

h. Sender

i. Subconscious

OBJECTIVE 4

Distinguish between methods of communication. Write a "V" in the blank before verbal methods of communication and an "N" in the blank before nonverbal methods of communication.

______1. Thanking a sales clerk

______2. Rolling your eyes

______3. Smiling at your daughter

______4. "Thank you for not smoking" sign

______5. Presidential press conference

______6. Shaking your fist

______7. Groaning

______8. Asking for directions

______9. A father accusing his child of lying

______10. A boy staring at the floor and wiping his palms on his first date

OBJECTIVE 5

Select from a list techniques for effective communication. Write an "X" in the blank before each technique.

______1. Avoid using technical terms unless you know the listener is familiar with them.

______2. Plan what you are going to say.

______3. Say what you feel rather than what you think.

______4. Use technical terms to show the listener that you know what you are talking about.

______5. Stand or sit any way that is comfortable at the time.

______6. Be aware of nonverbal communication.

______7. Determine the person is to blame for the problem without judging.

______8. Concentrate on the solution, not the blame.

______9. Arrive at a mutual diagnosis of and solution for the problem.

______10. Do not give up until you have achieved your initial goals.

OBJECTIVE 6

Complete statements about techniques of nurse/patient communication. Read the paragraph below. Then write the word or phrase that completes the sentences below.

Mr. Grumbles had been a patient for three days. He was a busy executive who was worried about being away from the office for so long. His doctor had left strict orders that he was not to work while in the hospital, but when Nurse Bright walked into his room for rounds, she found his briefcase on the bed, the phone to his ear, and a scowl on his face. He was obviously angry with the person to whom he was speaking. Nurse Bright convinced him to hang up the phone while she took his vital signs. His blood pressure was markedly increased. Mr. Grumbles was angry that his phone call was interrupted. He pointed his finger at her, and said, in a loud, sharp voice "I don't have time for this nonsense. Can't you wait and do this later? Didn't you see I was busy?"

1. If Nurse Bright asked "You have other things you need to do?" she would be ________________________ his feelings.
2. If Nurse Bright said "I see that you have been working, even though your doctor said not to," she would be using a technique called ____________________________ what you ______________________.
3. If Mr. Grumbles became more angered that she interrupted his telephone call, she might use a statement starting with ____________________________.
4. Nurse Bright should avoid asking "Are you working?" because it can be __________________________________ __________________________________.

OBJECTIVE 7

State effective listening techniques. State five techniques.

____

____

____

OBJECTIVE 8 **Describe examples of nonverbal communication.** Describe three types of nonverbal communication and give an example of each. Explain what your example communicates.

1.

2.

3.

OBJECTIVE 9

State barriers to communication. Read the scene below. List the four barriers to communication which take place in the situation.

A Middle Eastern woman is brought into a hospital emergency room with bruises and a bleeding lip. She is unable to speak English, but is obviously in pain.

The emergency room staff assumes she has been abused by her husband and talk to each other about it as they treat her. They believe her back may also be bruised and ask her to remove her blouse. She seems to understand, but is unwilling to do so.

The staff stitches her lip and discharges her.

OBJECTIVE 10

Choose the words or phrases that complete statements about techniques to establish rapport. Write the correct letters in the blanks.

______1. For good communication, express yourself ___.

a. in writing when possible
b. quickly and quietly
c. clearly and distinctly
d. in the way you are most comfortable

______2. Information concerning another person's individual needs should be discussed ___.

- a. confidentially, with the person's friends
- b. with others who interact with the patient, if it would be helpful
- c. only in front of that person
- d. in private, with other workers on the floor

______3. Trust is built ___.

- a. over several years
- b. between people with similar backgrounds
- c. by putting the other person first
- d. by keeping promises

______4. Respect for other people can be shown by ___.

- a. using their first names only when you are asked to
- b. answering all their questions quickly
- c. listening, showing interest, and dealing with him/her tactfully
- d. telling them what they want to hear

OBJECTIVE 11

State considerations when communicating with special-needs patients. State two things a health care professional could do in the following situations to aid communication.

An older person with sight and hearing problems is ready for dismissal and must be given final instructions for maintaining recovery at home.

1. ____

____

2. ____

____

A young man has both eyes bandaged after an industrial accident. You are serving him his lunch.

1. ______________________________

____

2. ______________________________

____

A lady from France visiting the United States has gone into premature labor and does not speak English. The doctor has asked you to reassure and calm her and her family.

1. ______________________________

____

2. ______________________________

____

OBJECTIVE 12

Complete statements about telephone etiquette. Write the correct word(s) in each blank.

1. Hold the receiver about ________________ from your mouth and speak directly into the receiver.
2. Use the caller's ______________________.
3. Follow proper ______________________________ for your telephone when putting callers on hold or transferring calls.
4. Replace the receiver ____________________.
5. When placing a call, ______________________________ clearly and ask for the person or department you need.

OBJECTIVE 13

Choose assertive communication techniques. Write the correct letters in the blanks.

_______1. You have worked all day and are really tired. You have been thinking about sitting down and drinking a soft drink all the way home, but when you get to your house, your teenage son has invited several friends over and the soft drinks are gone.

a. Calmly tell your son that you need some quiet time, give him some money, and ask him to go buy you a soft drink.

b. Tell your son he knows better than having company over, send his friends home, and ground him.

c. Sigh and clean up the mess, saying to yourself that you can rest later.

d. Blow your top and yell at all of them for their lack of consideration.

_______2. Visitors have stayed well past the posted hours, are sitting on a patient's bed and smoking.

a. Say to the visitors "You're breaking the rules! Go home."

b. Decide that if the patient wants them to leave he'll tell them himself.

c. Tell visitors "I'm afraid visiting hours are over. Perhaps you can visit again in the morning."

d. Send your boss.

_______3. A pediatric patient begins throwing toys when her parents leave the room.

a. Pick up the toys and take them away, telling the child that "naughty kids don't get toys."

b. Say "I'm worried that if you hit the window, you'll break it and you might get hurt."

c. Close the door and leave the room.

d. Wait for the parents and tell them they must do something.

_______4. A family member tries to telephone a patient, but the patient is asleep. You are in the room and answer the phone. The caller demands that you wake the patient.

a. Say "Doctor's orders include rest. Can I have him call you back or would it be better for you to call again in an hour?"

b. Say "Doctor's orders include rest. You shouldn't bother him like that."

c. Say "Well, doctor's orders include rest, but maybe I better let you talk to my supervisor."

d. Wake the patient.

NOTICE The following assignment sheets and job sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 14	**Practice assertive techniques.**	SCORE ______
OBJECTIVE 15	**Practice verbal and nonverbal signals.**	SCORE ______
OBJECTIVE 16	**Practice effective communication techniques.**	SCORE ______
OBJECTIVE 17	**Analyze a communication situation for effectiveness.**	SCORE ______
OBJECTIVE 18	**Demonstrate telephone etiquette.**	RATING ______

WRITTEN TEST ANSWERS

DEVELOP COMMUNICATION SKILLS

OBJECTIVE 1

1. j
2. n
3. e
4. a
5. f
6. c
7. i
8. m
9. g
10. b
11. d

OBJECTIVE 2

Answer should include any four of the following;

- Obtain or furnish knowledge
- Socialize and build relationships
- Exchange information
- Make personal needs and wants known
- Entertain or amuse

OBJECTIVE 3

1. e
2. b
3. h
4. g
5. c
6. f

OBJECTIVE 4

1. V
2. N
3. N
4. V
5. V
6. N
7. N
8. V
9. V
10. N

OBJECTIVE 5

1, 2, 6, 8, 9

OBJECTIVE 6

1. reflecting
2. telling
see
3. I
4. answered "yes" or "no"

OBJECTIVE 7

Answer must include any five of the following:

- The listener controls communication.
- Let the speaker finish without interruption.
- Do not criticize or prejudge.
- Maintain eye contact and attentive posture.
- Ask the speaker to clarify points or statements you do not understand.
- Control your nonverbal communication.
- Provide feedback.

OBJECTIVE 8

Description should include three of the following, an example of each, and describe how each one can be used to communicate.

- Tone of voice
- Silences
- Touch
- Facial expressions, gestures, and body language
- Appearance
- Proximics

OBJECTIVE 9

Answers should include:

- Prejudice
- Choosing points that support existing beliefs and ignoring those that do not
- Lack of equality between conversation partners
- Failing to listen

OBJECTIVE 10

1. c
2. b
3. d
4. c

OBJECTIVE 11

Students must identify appropriate techniques and should include a variety of communication techniques as discussed in the unit and in class.

OBJECTIVE 12	1. one inch 2. name 3. operational procedures 4. quietly 5. identify yourself
OBJECTIVE 13	1. a 2. c 3. b 4. a
OBJECTIVE 14	Refer to answers to Assignment Sheet 1.
OBJECTIVE 15	Refer to answers to Assignment Sheet 2.
OBJECTIVE 16	Refer to answers to Assignment Sheet 3.
OBJECTIVE 17	Refer to answers to Assignment Sheet 4.
OBJECTIVE 18	Refer to Practical Test Rating for Job Sheet 1.

OBJECTIVE SHEET

EXPLORE LEGAL AND ETHICAL ISSUES

V

INTRODUCTION

Children are taught right from wrong when they are very young. But, as adults, we know that some issues are not that easily decided. Right to die, abortion, AIDS, surrogate motherhood, and other situations raise questions that are both important and difficult to answer. When laws are unclear and emotions are high, how does a nurse turn to determine the ethical thing to do?

UNIT OBJECTIVE

After completing this unit, the student should be able to recognize ethical and legal rights and responsibilities of medical personnel and patients, describe the state board organizations and the Nursing Practice Act, and recall information related to legal and ethical issues. The student will demonstrate these competencies by completing assignment sheets and a written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with legal and ethical issues to their definitions.
2. Select the words or phrases that complete statements about the scope and practice of student nursing.
3. Select the words or phrases that complete statements about the Oklahoma Board of Nursing (OBN).
4. Select from a list functions of the OBN.
5. Discuss the Nursing Practice Act (NPA).
6. Select from a list responsibilities of an LPN.
7. List qualifications for LPNs as defined in the NPA.
8. Select from a list true statements about legal implications concerning licensure of nurses.
9. Match violations to their categories of legal responsibility.
10. List causes for revoking a license.

11. Select the words or phrases that complete statements about guidelines for ethical behavior.

12. Select the words or phrases that complete statements about the Patient's Bill of Rights.

13. Select the words or phrases that complete statements about incident reports.

14. List legal considerations involving the patient's chart.

15. Compare the scope of practice of an LPN and an RN. (Assignment Sheet 1)

16. Evaluate limits of practice of the LPN. (Assignment Sheet 2)

17. Participate in a case study of an actual court case. (Assignment Sheet 3)

18. Clarify personal ethical values concerning health issues. (Assignment Sheet 4)

EXPLORE LEGAL AND ETHICAL ISSUES

PREPARATION

- Review the unit and plan your presentation.
- Study the specific objectives to determine those you will cover in your presentation. Decide also which objectives should be taught to which students.
- Determine the scope and sequence of objectives that you add. Design and develop support materials, including evaluation techniques, for additional objectives.
- Review teaching suggestions and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement unit.
- This unit is based on Oklahoma policies. If necessary, adapt objectives and information to your own state board and policies.
- Locate cases for Assignment Sheet 3. These cases should be current changes in the legal/ethical status of medical questions, such as recent right to die, abortion, and consent for minors' cases.
- Invite a variety of professionals to discuss aspects of legal and ethical issues. These might include:
  - Invite an RN and LPN to discuss their duties and training and the legal and ethical concerns that affect their jobs.
  - Invite an attorney to discuss legal terms related to nursing.
  - Invite a physician to discuss the major responsibilities associated with the profession.

- Invite a local child abuse counselor to discuss state and local laws regarding child and domestic abuse.

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet and any other components you want them to cover. Confirm the scheduled appearance 2-3 days prior to the presentation.

- **HOSA** Integration

  - Assist students in conducting a chapter service project on legal and ethical concerns.
  - Develop objectives for the service project and identify a theme.
  - Create a poster according to Extemporaneous Health Display rules. Display it in highly visible areas.
  - Plan a community or school health project that involves disseminating pamphlets about the current legal rulings on a variety of issues.

- Review Handouts 1-5 and decide where they can be used most appropriately

DELIVERY

Objective 1

- Have students define terms before the definitions are presented. Though they may be familiar with many of these terms, they may find that the actual meanings are unclear.
- Have students watch evening or weekend television and identify examples of each term. For example, "L.A. Law" may include an assault and battery case, "Doogie Houser" may include a malpractice question, and "People's Court" will cover tort, but not criminal cases.
- Invite an attorney to discuss the meaning of these terms and their legal implications.

Objective 2

- Present facility policies used in your program or local facility.
- Have students discuss why local policies are set as they are.

Objective 3

- Have students discuss the composition of OBN or your state organization. Topics for conversation might include why there are more RNs than LPNs, how decisions LPNs make affect RNs, and why members are nominated by professional groups.
- Have students list qualities and training/experience they would expect Board members to have. Have students indicate why each of their expectations is important.

Objectives 4 and 5

- Have students compare OBN or your state organization to other government agencies they are familiar with. Compare their powers and functions.
- Invite a member of OBN to discuss how each of the functions are carried out.
- Have students discuss practices that may be dangerous to the public, but are prevented by the NPA.
- Have students discuss how the NPA benefits nurses.
- Copies of the current Nursing Practice Act are available from the Oklahoma Board of Nursing office, 2915 N. Classen Blvd., Suite 524, Oklahoma City, OK 73106, (405) 525-2076.

Objectives 6 and 7

- Present the policies for LPN practices at your school or local medical center.
- Have students discuss reasons that policies for LPN practices may differ from facility to facility.

- Have students discuss the question: "What is the major responsibility of the LPN?" Is it to provide medical care, emotional support, or to assist other team members? Discuss the class's point of view with an LPN, an RN, and a physician.

- Refer students to Supplements 1-6. Have students complete Assignment Sheets 1 and 2.

- Have students discuss the reason for each qualification.

Objective 8

- Have students compare licenses to other contracts they have signed. Have them list similarities and differences.

- Discuss the idea of judgment based on what a prudent person with a similar background would do. Explain that two measurements are actually made: did you do everything you should have known to do and did you do anything you were not qualified to do.

- Have students suggest examples of medical and ethical situations that they will be expected to handle differently, now that they are nursing students. Have them suggest examples of situations that they will be expected to handle differently when they complete their training.

Objective 9

- Discuss each concept. Provide a variety of illustrations of each. If possible, provide real-life situations and have students discuss what the proper decision would be and why. Allow students to voice their personal views, but be sure they understand that personal views may not always agree with the proper course of action.

- Explain that judgments may be legal or ethical. If a law or ruling is made, the question is no longer ethical and the decision is made. If it is against the law, don't do it. If it is not against the law, don't keep someone else from doing it.

  If no ruling has been made, it is an ethical question, and basic ethics and guidelines should be applied.

- Invite a local child abuse counselor to discuss child and domestic abuse laws in your area.

Objective 10

- Have students discuss the following situations:
  - A local nurse poses for *Playboy*. Her nude pictures appear in a feature on nurses. Should her license be revoked?
  - An experienced nurse is going through a divorce. The stress is becoming more than she can bear and she makes several mistakes while on duty because she isn't able to concentrate on her job. What course of action should be taken?
  - A nurse is injured in an automobile accident and loses part of his memory. He seems to be fully aware of nursing duties and practices. What action should be taken?
  - A young nurse spends Fridays and Saturdays (her days off) partying, often to excess. What action should be taken? What if she is on call? What if she receives a ticket for DUI? What if she is involved in a serious accident after drinking?
  - A nurse is highly skilled and capable, but is prejudiced toward homosexuals. After being assigned to a wing with several AIDS patients, her supervisor begins receiving complaints. Warnings from her supervisor do not change her attitude. What course of action should be taken?
- Have students complete Assignment Sheet 3.

Objective 11

- Have students write a Code of Ethics for Students.
- Have students discuss what guidelines should be added or suggest other changes.
- Have students suggest situations that bring guidelines into conflict. For example, an elderly patient with cancer wants to die. Should "...the conservation of life..." or the "...mental, emotional, and spiritual health of the patient..." be given greater concern?

- Have students complete Assignment Sheet 4.
- Copy, distribute, and discuss Handout 1, if desired.

Objective 12

- Have students survey books and magazines and report on situations in which patient rights were violated.
- Have students list procedures that medical facilities commonly use to protect patient rights.
- Discuss how each of the patient rights relates to legal and ethical responsibilities. For example, a patient has a right to leave against medical advice (AMA), but the medical staff has an obligation to inform the patient about the consequences of the action. Other topics for discussion might include no-code orders, or minor or elderly patients.

Objective 13

- Have a supervising nurse or hospital administrator discuss the procedures and necessity of incident reports.
- Stage an incident and have students complete an incident report.
- Have students discuss situations they have been involved in or witnessed in which an incident report was probably filed.

Objective 14

- Have students discuss how each consideration relates to legal and ethical principles.
- Have students watch medical television shows and report on how carefully medical records were handled. Soap operas commonly offer storylines based on someone reading someone else's charts.
- Have students discuss what information might be in a patient's chart that the patient would not want others to know.

APPLICATION

Objectives 15 and 16

- Have students complete Assignment Sheets 1 and 2 to evaluate limits of practice for LPNs.
- A similar comparison could be made between students and LPNs.
- Invite a physician or hospital administrator to discuss the role of an LPN and compare it to the assignment sheet findings.
- Invite a retired nurse to discuss the changes he/she has seen in the role of nurses.

Objective 17

- Use Assignment Sheet 3 to allow students to participate in a case study of an actual court case.
- No suggested court case is presented here to allow you to use current events. Have students scan newspapers and magazines when choosing a court case.
- Use court cases throughout the unit to illustrate the responsibilities nurses have.
- The philosopher B.F. Maze claims that "knowledge is the ability to predict, with reasonable accuracy, the result of our actions." However, the philosopher Erik Hoffer claimed that most of our problems stem from the fact that technology is growing at a rate too fast for our moral growth. Have students discuss current technological advances and dilemmas in light of these opinions.

Objective 18

- Have students use Assignment Sheet 4 to clarify personal ethical values concerning health issues.
- Have students name the values they are considering, their own moral position, the legal position they must follow, and the ethical position they take. Be sure they understand the differences between each.

EVALUATION

Pretest

- Pretest qualifying students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

From Trainex Videos:

- *Legal Implications in Nursing*
- *Nurse, Ethics and the Law: The Client's Chart*
- *Nurse, Ethics and the Law: Legal Responsibilities*
- *Nurse, Ethics and the Law: Negligence and Malpractice*
- *Nurse, Ethics and the Law: Professional Ethics*

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HANDOUT 1

EXPLORE LEGAL AND ETHICAL ISSUES V

STATEMENT REGARDING RISK VERSUS RESPONSIBILITY IN PROVIDING NURSING CARE*

This statement, developed by the Committee on Ethics of the American Nurses' Association, examines the question, "At what point does it cease to be a nurse's duty to undergo risk for the benefit of the patient?" That question is particularly relevant for nurses caring for patients afflicted with communicable or infectious diseases such as typhoid, tuberculosis, plague, Hansen's disease, influenza, Hepatitis B, Legionnaires' disease, cytomegalovirus, and AIDS (acquired immune deficiency syndrome). Not only must nursing care be readily available to individuals afflicted with communicable or infectious diseases, but also nurses must be advised on the risk and the responsibilities they face in providing care to those individuals. Accepting personal risk which exceeds the limits of duty is not morally obligatory; it is a moral option.

According to the Code for Nurses, nurses may morally refuse to participate in care, but only on the grounds of either patient advocacy or moral objection to a specific type of intervention. Nursing is resolute in its perspective that care should be delivered without prejudice, and it makes no allowance for use of the patient's personal attributes or socioeconomic status or the nature of the health problem as grounds for discrimination.

The first statement of the Code for Nurses says, "The nurse provides services with respect for human dignity and the uniqueness of the client, unrestricted by considerations of social or economic status, personal attributes, or the nature of the health problems." Here, the code is addressing the issue of nondiscrimination in the allocation of nursing resources (a question of justice and fairness).

Historically, nurses have given care to those in need, even at risk to their own health, life, or limb. Indeed, the *Suggested Code* of 1926 proclaims that "the most precious possession of this profession is the ideal of service, extending even to the sacrifice of life itself.... "Nursing history is replete with examples of nurses who have knowingly incurred great risk in order to care for those in need of nursing or to contribute to the advancement of health science."

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* This statement was developed by the American Nurses' Association Committee on Ethics, November 1986. It is reprinted with permission of ANA.

Contemporary nurses, too, knowingly place themselves in jeopardy when giving care on the battlefield, in places of squalor and poor sanitation at home and abroad, in situations of natural or manmade disaster, and to those with communicable or infectious diseases.

As the *Suggested Code* of 1926 recognizes, the ideal of service is, in fact, an ideal. There are limits to the personal risk of harm the nurse can be expected to accept as a moral duty. The profession does not and cannot demand the sacrifice of the nurse's well-being, physical, emotional, or otherwise, or the nurse's life for the benefit of the patient.

For assistance in resolving the question of risk versus responsibility, nurses must turn to the field of ethics for guidance. In ethics, the differentiation between benefiting another as a moral duty and benefiting another as a moral option is found in four fundamental criteria. As applied to nursing, they are as follows:

1. The patient is at significant risk of harm, loss, or damage if the nurse does not assist.

2. The nurse's intervention or care is directly relevant to preventing harm.

3. The nurse's care will probably prevent harm, loss, or damage to the patient.

4. The benefit the patient will gain outweighs any harm the nurse might incur and does not present more than minimal risk to the health care provider.

Nursing, as nursing, creates a special relationship between nurse and patient, with special duties for the nurse. The nurse is not a "stranger" and thus is not at liberty to walk away from those in need of nursing assistance. The nurse is obliged to care for those in need of nursing when all four of the criteria are met.

For example, in most instances, it would be considered morally obligatory for a nurse to give care to an AIDS patient. If the nurse is immunosuppressed, however, it could be reasonably argued that the nurse is not morally obligated to care for that patient on the grounds that the fourth criterion, the most crucial, has not been met. Apart from the issue of personal risk to the nurse, it must be mentioned that it is incumbent upon the hospital or agency administration to provide adequate safeguards, such as equipment and enforcement of procedures, for the protection of nursing staff.

Nursing is a caring, patient advocacy profession. Because of nursing's long history of standing ready to assist the ill and the vulnerable in society, society has come to rely on nursing and to expect that it will rise to the health demands of virtually any occasion. In a sense, this reciprocity is crucial to the life of the profession. All must know that care will be given when needed and that it will not be arbitrarily, prejudicially, or capriciously denied.

Yet, there are limits to the moral obligation of the individual nurse to benefit patients. Beneficence stands as a moral duty in those situations where the four criteria can be met. When not all of the criteria can be met, the individual nurse must evaluate the situation according to the criteria and choose whether or not to go beyond the requirement of duty.

HEALTH SERVICE FOR MINORS,
63 O.S. 1981, § § 2601-2606

§ 2601. Definitions

For the purposes of this act, the following words and phrases mean:

(a) "Minor" means any person under the age of eighteen (18) years of age, except such person who is on active duty with or has served in any branch of the Armed Services of the United States shall be considered an adult.

(b) "Health professional" means for the purposes of this act any licensed physician, psychologist, dentist, osteopathic physician, podiatrist, chiropractor, registered or licensed practical nurse or physician's assistant.

(c) "Health services" means services delivered by any health professional including examination, preventive and curative treatment, surgical, hospitalization, and psychological services, except abortion or sterilization. Should the health services include counseling concerning abortion, all alternatives will be fully presented to the minor. Services in this act shall not include research or experimentation with minors except where used in an attempt to preserve the life of that minor, 198.

§ 2602. Right of self-consent under certain conditions—Doctor patient privileges

A. Notwithstanding any other provision of law, the following minors may consent to have services provided by health professionals in the following cases:

1. Any minor who is married, has a dependent child or is emancipated;
2. Any minor who is separated from his parents or legal guardian for whatever reason and is not supported by his parents or guardian;

3. Any minor who is or has been pregnant, afflicted with any reportable communicable disease, drug and substance abuse or abusive use of alcohol; provided, however, that such self-consent only applies to the prevention, diagnosis and treatment of those conditions specified in this section. Any health professional who accepts the responsibility of providing such health services also assumes the obligation to provide counseling for the minor by a health professional. If the minor is found not to be pregnant nor suffering from a communicable disease nor drug or substance abuse nor abusive use of alcohol, the health professional shall not reveal any information whatsoever to the spouse, parent or legal guardian, without the consent of the minor;

4. Any minor parent as to his child;

5. Any spouse of a minor when the minor is unable to give consent and has no known relatives or legal guardian, if two physicians agree on the health service to be given; or

6. Any minor who by reason of physical or mental capacity cannot give consent and has no known relatives or legal guardian, if two physicians agree on the health service to be given; or

7. Any minor in need of emergency services for conditions which will endanger his health or life if delay would result by obtaining consent from his spouse, parent or legal guardian; provided, however, that the prescribing of any medicine or device for the prevention of pregnancy shall not be considered such an emergency service.

If any minor falsely represents that he may give consent and a health professional provides health services in good faith based upon that misrepresentation, the minor shall receive full services without the consent of the minor's parent or legal guardian and the health professional shall incur no liability except for negligence or intentional harm. Consent of the minor shall not be subject to later disaffirmance or revocation because of his minority.

B. The health professional shall be required to make a reasonable attempt to inform the spouse, parent or legal guardian of the minor of any treatment needed or provided under paragraph 7 of subsection A of this section. In all other instances the health professional may, but shall not be required to inform the spouse, parent or legal guardian of the minor of any treatment needed or provided. The judgement of the health professional as to notification shall be final, and his disclosure shall not constitute libel, slander, the breach of the right of privacy, the breach of the rule of privileged communication or result in any other breach that would incur liability.

Information about the minor obtained through care by a health professional under the provisions of this act shall not be disseminated to any health professional, school, law enforcement agency or official, court authority, government agency or official employer, without the consent of the minor, except through specific legal requirements or if the giving of the information is necessary to the health of the minor and public. Statistical reporting may be done when the minor's identify is kept confidential.

The health professional shall not incur criminal liability for action under the provisions of this act except for negligence or intentional harm.

Laws 1975, c. 225 § 2, emerg. eff. May 29, 1975; Laws 1976, c. 161, § 2.

§ 2603. Payment for services

The spouse, parents or legal guardian of the minor shall not be liable for payment for any health services provided under the authority of this act, unless they shall have expressly agreed to pay for such care. Minors consenting to health services shall thereby assume financial responsibility for the cost of said services except those who are proven unable to pay and who receive the services in public institutions.

Laws 1975, c 225, § 3, emerg. eff. May 29, 1975

§ 2604. Safeguards to protect minors

If major surgery, general anesthesia, or a life-threatening procedure has to be undertaken on a minor, it shall be necessary for the physician to obtain concurrence from another physician except in an emergency in a community where no other surgeon can be contacted within a reasonable time.

In cases where emergency care is needed and the minor is unable to give self-consent; a parent, spouse or legal guardian may authorize consent.

Laws 1975, c. 225, § 4, emerg. eff. May 29, 1975.

§ 2605. Providing of health care not mandatory

Nothing in this act shall require any health professional to provide health care nor shall any health professional be liable for refusal to give health care.

Laws 1975, c. 225, § 5, emerg. eff. May 29, 1975.

§ 2606. Severability

The provisions of this act are severable and if any part or provision hereof shall be held void the decision of the court so holding shall not affect or impair any of the remaining parts or provisions of this act.

Laws 1975, c. 225, § 6, emerg. eff. May 29, 1975.

Statutes 64(2).

OKLAHOMA NATURAL DEATH ACT
63 O.S. Supp. 1988, § § 3101-3105

§ 3101. Short title

Sections 1 through 11 of this act shall be known and may be cited as the "Oklahoma Natural Death Act".[1]

Added by Laws 1985, c. 64, § 1.

[1] Section 3101 et seq. of this title.

Section 12 of Laws 1985, c. 64 provide for severability.

Title of Act:

An Act relating to public health and safety; enacting the Oklahoma Natural Death Act; defining terms; providing a directive for the withholding or withdrawal of life-sustaining procedures in certain instances; stipulating methods for revocation of a directive; restricting liability for persons failing to act on a revocation; providing for the re-execution of a directive in certain instances; providing that the withholding or withdrawal of life-sustaining procedures does not constitute the aiding of certain causes of death; restricting liability for certain health care personnel who withhold or withdraw life-sustaining procedures in a compliance with a directive and stating an exception; defining a physician's responsibility in effectuating a directive; limiting the effect of a directive on insurance policies; providing penalties for tampering with a directive; providing for criminal homicide; providing for no presumptions for certain purposes; providing for codification; and providing severability. Laws 1985, c. 64.

§ 3012. Definitions

As used in the Oklahoma Natural Death Act.

1. "Attending physician" means the physician who has primary responsibility for the treatment and care of the patient. The attending physician may be selected by the patient or assigned by the physician selected by the patient;

2. "Declarant" means any person who has issued a directive according to the procedure provided for in Section 3103 of this title in contemplation of death;

3. "Directive" means a written document voluntarily executed by the declarant in accordance with the requirements of Section 3103 of this title. The directive or a copy shall be made part of the medical records of the patient;

4. "Life-sustaining procedure" means an extraordinary medical procedure or intervention which utilizes mechanical or other artificial means to sustain, restore, or supplant a vital bodily function. When applied to a qualified patient, a life-sustaining procedure would serve only to artificially prolong the moment of death when in the judgment of the attending physician, as noted in the medical records of the qualified patient, death is imminent whether or not such procedures are utilized. "Life-sustaining procedure" shall not include the administration of nourishment, hydration and medication or the performance of any medical procedure deemed necessary to alleviate pain;

5. "Person" means any individual twenty-one (21) years of age or older;

6. "Physician" means a physician or surgeon licensed by the State Board of Medical Licensure and Supervision or State Board of Osteopathy;

7. "Qualified patient" means a patient twenty-one (21) years of age or older who has been personally and independently examined by each of two physicians and who has been diagnosed and certified in writing by the two physicians to be afflicted with a terminal condition. Said written determination shall be signed and dated and filed with the patient's chart and one copy with the hospital or nursing home, where said patient is located. One physician shall be the attending physician and the other shall be chosen by the patient or the attending physician; and

8. "Terminal condition" means an incurable irreversible condition caused by injury, disease, or illness, which within reasonable medical judgment would produce death regardless of the application of life-sustaining procedures, and when the application of life-sustaining procedures serves only to postpone the moment of the death of the patient.

Added by Laws 1985, c. 64, § 2. Amended by Laws 1987, c. 118, § 57, operative July 1, 1985.

[1] Section 3101 et seq. of this title.

Approved May 26, 1987. Emergency.

§ 3103. Directive for withholding or withdrawal of life-sustaining procedures—Execution—Witnesses—Declarant's signature—Form V

A. Any person may execute a directive for the withholding or withdrawal of life-sustaining procedures in the event of a terminal condition. The directive shall be signed by the declarant in the presence of two witnesses.

B. Witnesses to the execution of the directive shall not be:

1. Under twenty-one (21) years of age;
2. Related to the declarant by blood or marriage;
3. Financially responsible for the medical care of the declarant;
4. Entitled to any portion of the estate of the declarant pursuant to any will of the declarant, any codicil thereto, or by operation of law;
5. The attending physician;
6. An employee of the attending physician or an employee of a health care facility in which the declarant is a patient;
7. A patient in a health care facility in which the declarant is a patient; or
8. A person who, at the time of the execution of the directive, has a claim against any portion of the estate of the declarant.

C. The signature of the declarant shall be acknowledged. Witnesses shall subscribe and swear to the directive before a notary public.

D. The directive shall be substantially in the following form:

SAMPLE — DO NOT USE WITHOUT LEGAL ADVICE

DIRECTIVE TO PHYSICIANS

Directive made this ______ day of _____________ (month, year).

I, __________________, being of sound mind and twenty-one (21) years of age or older, willfully and voluntarily make known my desire that my life shall not be artificially prolonged under the circumstances set forth below, and do hereby declare:

1. If at any time I should have an incurable irreversible condition caused by injury, disease, or illness certified to be a terminal condition by two physicians, I direct that life-sustaining procedures be withheld or withdrawn and that I be permitted to die naturally, if the application of life-sustaining procedures would serve only to artificially prolong the moment of my death and my attending physician determines that my death is imminent whether or not life-sustaining procedures are utilized;

2. In the absence of my ability to give directions regarding the use of such life-sustaining procedures, it is my intention that this directive shall be honored by my family and physicians as the final expression of my legal right to refuse medical or surgical treatment and accept the consequences of such refusal;

3. If I have been diagnosed as pregnant and that diagnosis is known to my physician, this directive shall have no force or effect during the course of my pregnancy;

4. I have been diagnosed and notified as having a terminal condition by ____________________, M.D. or D.O., whose address is __________________________________, and whose telephone number is ___________________. I understand that if I have not filled in the name and address of the physician, it shall be presumed that I did not have a terminal condition when I made out this directive;

5. This directive shall be in effect until it is revoked;

6. I understand the full import of this directive and I am emotionally and mentally competent to make this directive; and

7. I understand that I may revoke this directive at any time.

Signed ____

SAMPLE — DO NOT USE WITHOUT LEGAL ADVICE

City, County and State of Residence ____________________

____

The declarant has been personally known to me and I believe said declarant to be of sound mind. I am twenty-one (21) years of age or older, I am not related to the declarant by blood or marriage, nor would I be entitled to any portion of the estate of the declarant upon the death of said declarant, nor am I the attending physician of the declarant or an employee of the attending physician or a health care facility in which the declarant is a patient, or a patient in the health care facility in which the declarant is a patient, nor am I financially responsible for the medical care of the declarant, or any person who has a claim against any portion of the estate of the declarant upon the death of the declarant.

Witness ___________________________

Witness ___________________________

State of Oklahoma

County of ________________

Before me, the undersigned authority, on this day personally appeared ____________________________ (declarant), ______________________________ (witness) and ______________________________ (witness) whose names are subscribed to the foregoing instrument in their respective capacities, and, all of said persons being by me duly sworn, the declarant declared to me and to the said witnesses in my presence that said instrument is his or her "Directive to Physicians", and that the declarant had willingly and voluntarily made and executed it as the free act and deed of the declarant for the purposes therein expressed.

The foregoing instrument was acknowledged before me this _________ day of __________, 19___.

Signed ____________________________
Notary Public in and for
_____________ County, Oklahoma

My Commission Expires _______ day of ____________, 19____

Added by Laws 1985, c. 64, § 3.

§ 3104. Revocation of directive—Methods—Liability for failure to act on revocation

A. A directive may be revoked at any time by the declarant without regard to his mental state or competency by any of the following methods:

1. Being canceled, defaced, obliterated, burnt, torn, or otherwise destroyed by the declarant or by some person in his presence and by his direction;

2. A written revocation of the declarant expressing his intent to revoke, signed and dated by the declarant. Such revocation shall become effective only on the receipt of said revocation by the attending physician provided by the declarant or by a person acting on behalf of the declarant. The attending physician or his designee shall record in the medical record of the patient the time and date the notification of the written revocation was received and shall enter the word "VOID" on each page of the directive in the medical records of the patient; or

3. A verbal expression by the declarant of his intent to revoke the directive made in the presence of a witness twenty-one (21) years of age or older who signs and dates a written confirmation that such expression of intent was made. Any verbal revocation shall become effective upon receipt of the above-mentioned writing by the attending physician. The attending physician or his designee shall record in the medical record of the patient the time, date, and place of revocation and the time, date, and place of receipt of the notification of the revocation, if different, and shall enter the word "VOID" on each page of the directive in the medical records of the patient.

B. Except as otherwise provided for in the Oklahoma Natural Death Act[1], there shall be no criminal or civil liability on the part of any person for failure to act on a revocation made pursuant to this section unless the person has actual knowledge of the revocation.

Added by Laws 1985, c. 64, § 4.

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[1] Section 3101 et seq. of this title.

§ 3105. Term of directive—Re-execution

A directive shall be effective until it is revoked in a manner prescribed in the provisions of Section 4 of the Oklahoma Natural Death Act.[1] Nothing in the Oklahoma Natural Death Act[2] shall be construed to prevent a declarant from re-executing a directive at any time in accordance with the formalities of Section 3 of the Oklahoma Natural Death Act[3] including re-execution subsequent to a diagnosis of a terminal condition. If the declarant becomes comatose or is rendered incapable of communicating with the attending physician, the directive shall remain in effect for the duration of the condition or until such time as the declarant revokes the directive pursuant to the provisions of the Oklahoma Natural Death Act.

Added by Laws 1985, c. 64, § 5.

[1] Section 3104 of this title.

[2] Section 3101 et seq. of this title.

[3] Section 3103 of this title.

GOOD SAMARITAN ACT OF OKLAHOMA
76 O.S. 1981, § § 5. and 5.2

§ 5. Responsibility for—Negligence—"Good Samaritan Act"

(a) Everyone is responsible, not only for the result of his willful acts, but also for an injury occasioned to another by his want of ordinary care or skill in the management of his property or person, except so far as the latter has, willfully or by want of ordinary care, brought the injury upon himself, and except as hereinafter provided.

(1) Where no prior contractual relationship exists, any person licensed to practice any method of treatment of human ailments, disease, pain, injury, deformity, mental or physical condition, or licensed to render services ancillary thereto, including licensed registered and practical nurses, who, under emergency circumstances that suggest the giving of aid is the only alternative to probable death or serious bodily injury, in good faith, voluntarily and without compensation, renders or attempts to render emergency care to an injured person or any person who is in need of immediate medical aid, wherever required, shall not be liable for damages as a result of any acts or omission except for committing gross negligence or willful or wanton wrongs in rendering the emergency care.

(2) Where no prior contractual relationship exists, any person who in good faith renders or attempts to render emergency care consisting of artificial respiration, restoration of breathing, or preventing or retarding the loss of blood, or aiding or restoring heart action or circulation of blood to the victim or victims of an accident or emergency, wherever required, shall not be liable for any civil damages as a result of any acts or omissions by such person in rendering the emergency care.

(3) Where no prior contractual relationship exists, any person licensed to perform surgery or dentistry in this state who in good faith renders emergency care requiring the performance of an operation or other form of surgery upon any individual who was the victim of an accidental act shall not be liable for any civil damages or subject to criminal prosecution as the result of nonconsent whereby such person renders or attempts to render the emergency surgery or operation voluntarily and without compensation, wherever required, except for gross negligence or willful or wanton

wrongs committed in rendering the care; provided, however, that the exemption granted by this subsection shall not attach if the victim is an adult who is conscious and capable of giving or refusing his consent; or if the victim's spouse, or parent, or guardian in the case of a minor or incompetent person, can be reached in a reasonable time considering the condition of the victim and consistent with good medical practice, and unless concurrence is obtained for such emergency surgery or operation from one other person licensed to perform surgery in this state.

(4) Where no contractual relationship exists, any person, or any member of his immediate family or household, who has been approved by the local P.T.A. or other local sponsoring agency or organization, who has registered with the local municipal police chief or the county sheriff, and who has been granted appropriate authorization by either the police chief or the county sheriff to indicate by sign in the window of his home or in any other tangible or identifiable manner that he will extend aid and refuge to persons on the streets in apparent danger, or in need of aid, by inviting those persons into the person's home, or onto premises thereof, and in good faith provides such refuge or aid without objection of the endangered or needy person, whether child or adult, neither the person extending the aid and refuge not the homeowner or head of household shall be liable for civil damages as a result of actions or omissions in rendering emergency physical care to the body of the aided person; nor shall they be liable for civil damages for any other injury in the home, or on premises thereof, to the person aided, nor for any failure to provide or arrange for his police protection or other protection or medical treatment, when the actions or omissions were those of an ordinarily reasonably prudent person under the circumstances without want of ordinary care or skill.

§ 5.2 Filing of claim

Should a private citizen incur personal injury, death or damage to property, as provided in the Good Samaritan Act[1], the private citizen or a person dependent upon such citizen for principal support may file a claim in the office of the Governor for indemnification to the extent that the claimant is not compensated from any other source for such injury, death or damage. The claim shall state:

1. The date, place and circumstances which gave rise to the claim;

2. A general description of the activities of the private citizen during the event;

3. The estimated extent of the injury, death or damage sustained for which the claimant is not compensated from any other source; and

4. Such other information as the office of the Governor may require.

The claim shall be accompanied by a corroborating statement.

Laws 1980, c. 344, § 2, eff. Oct. 1, 1980.

Section 5 et seq. of this title

GUIDELINES FOR REPORTING VIOLATIONS OF THE OKLAHOMA NURSING PRACTICE ACT
59 O.S. 567.1 et seq.

The Board of Nursing receives requests for assistance in the correction action to take when Licensed Practical Nurses, Registered Nurses or Advanced Nurse Practitioners are suspected of drug abuse or diversion, or of other actions which may be a violation of the Oklahoma Nursing Practice Act.

Nursing behavior which fails to conform to legal standards and accepted standards of the nursing profession and which could reflect adversely on the health and welfare of the public should be reported to the Board of Nursing.

The following guidelines are offered to give assistance. All information may not be available to you on all cases.

I. GENERAL INFORMATION RELATED TO ALL REPORTS

1. Initiate a written report to:

   Executive Director
   2915 North Classen Boulevard, Suite 524
   Oklahoma City, Oklahoma 73106
   Telephone Number: 405/525-2076

   (a) Name, certificate number, address and place of employment of the nurse violating the Nursing Practice Act (or as much information as you have).

   (b) Nature of the complaint with a detailed description of the incident, date and location of the incident.

   (c) Names and addresses of other witnesses, when applicable.

   (d) Signature(s) and address(es) of person or persons making the complaint.

2. The Board of Nursing will initiate an investigation. The Board of Nursing may request other agencies, such as the Bureau of Narcotics and Dangerous Drugs Control and/or other state agencies to initiate the investigation, if appropriate.

3. All information will be treated as confidential during the investigation. Agency personnel may be requested to provide testimony, if Board action is required.

4. The Board of Nursing will issue subpoenas for records and/or witnesses requested.

5. The health care agency should make written documentation of the incident available to the Board of Nursing.

6. Full cooperation, including access to involved records and staff should be given to the Board of Nursing.

II. DRUG RELATED PROBLEMS:

Action by Staff Nurses:

1. Report suspected problem immediately to the Director of Nursing.

2. Do not discuss suspicions with others.

Action by the Director of Nursing:

1. Report situation to Board of Nursing regardless of employment status of nurse.

2. Limit number of people who are advised of suspicions and who are checking on problem.

3. Protect the rights of the suspected employee:

    a. Do not use own police methods
    b. Avoid unlawful search and seizure methods
    c. Avoid making unsubstantiated charges and allegations.

4. Collect information:

   a. Determine management and security of drug after it is issued from Pharmacy.

      — who handles and receives?
      — where and how stored in unit?
      — how is dispensing done?

   b. Verify problem in available records. Audit proof-of-use records and patient's medication records to identify time and dosage record as given.

   c. Identify any pattern of administration i.e., frequent administration on one shift and none or few on other shifts.

   d. Check charting of patient's condition made by others immediately before and after administration of drug.

   e. Attempt to verify whether or not patient received medication when misappropriation of individual patient's medication is suspected. (This may be accomplished through observation, charting and/or indirect questions to patients regarding need for medication for rest, pain, urine screens, etc.) DO NOT ALARM PATIENT.

   f. Audit drug involved prior to each shift and during the shift of the suspected individual. Audit should be done when nurse is absent from unit on break or meal-time.

   g. Any meeting with the suspected nurse should include at least two other individuals. For example, if meeting with the Director of Nursing, the Assistant Director of Nursing should also be present.

   h. Document pertinent information including:

      — unusual or different behavior of suspected nurse
      — change in legibility of charting
      — unusual findings obtained during audit of medication records, proof-of-use sheets, patient's charts

  - all meetings with suspected nurse including dates, who was present, what was discussed and what decisions or recommendations resulted.

i. Factual information gained during the investigation should be documented by the individuals making the report and their signatures notarized.

III. NURSING PRACTICE PROBLEMS:

Guidelines for investigating and reporting problems related to unprofessional conduct or professional incompetency are essentially the same as those for drug-related problems with the following modifications:

1. Make certain that the deviation noted in nursing practice is not simply a safe modification of a procedure but is an unsafe departure from accepted standards of nursing practice.
2. Gather facts, involve co-workers to provide assistance in data gathering and to verify your observations and maintain objectivity.
3. Go through usual channels of authority and make report to the Supervisor, but if action is not taken, report situation to the Director of Nursing.

Practice complaints are more varied and complex as the following examples evidence.

1. Sleeping on duty or leaving patients unattended would be unprofessional conduct for these acts clearly affect patients. Arguing with supervisors or making comments to doctors or relatives would not be. These may be reasons to fire a person, but are not sufficient reasons to affect a nurse's license. If a nurse's behavior is not conducive to harmony in the workplace or to the best image of nursing in the community, such behavior is not, for this reason alone, unprofessional.
2. Practicing beyond the authorized scope of practice for the license issued to the nurse by: ordering treatments, medications and laboratory procedures without a physician's order.

3. Directing personnel to perform duties either beyond the scope of their nursing license or if unlicensed, within the scope of professional or practical nursing.
    a. Directing a graduate of a nursing education program, who had failed the licensure examination, to mix and administer an I.V.
    b. Failure to adequately supervise a person working under the nurse's direction.
4. Negligence by failing to provide appropriate nursing measures thereby causing harm to a patient.
5. Practicing in an expanded role which requires additional post-basic nursing education and certification for practice, without completing a certification program or being recognized by the Board.
6. Billing for services to which the nurse is not entitled or has not provided.
7. It is a violation of the Oklahoma Nursing Practice Act if a nurse does not report through the proper channels the unsafe or illegal practice of any person who is providing nursing care.

January 1992

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HANDOUT 6

EXPLORE LEGAL AND ETHICAL ISSUES

V

WHAT WOULD YOU DO?

When nurses are found guilty of a violation of the Nursing Practice Act, the nursing board may revoke their licenses or may give them a lighter penalty. The seriousness of an action and the effect it has on the health of the patient are always considered, although *any* violation can be grounds for revocation.

In the following examples, what would you do? Remember that you judge the actions of the nurse against what a reasonable nurse, in the same situation, would do. Also remember that the law, not emotions or speculation, must be followed.

A nurse, checking on her patients, found that one patient had fallen out of bed. She rang the call buzzer and yelled for help, but nobody came to help her. Finally, she left the patient to get help. While she was gone, the patient's family came to the room and found him on the floor. They sued the nurse for abandonment. Was she guilty?

A patient is brought to an emergency room, disoriented and frightened. She is unable to tell the staff who she is, but screams whenever anyone comes near her. She does not take any physical action, just screams. After a half-hour, she gets up to leave the hospital. Can she be detained? Can restraints be used?

A nurse is going through a difficult time, emotionally. She has recently been divorced, is getting very little sleep, and has financial problems. You know she is having a hard time concentrating on her work and is sometimes impatient with those she is helping. One day, you see her giving medication through an IV that should be taken orally. Damage is minimal and the patient is fine. She asks you to keep quiet about it, because she will be dismissed if she makes another mistake. You know she is a good nurse. What should you do?

You notice that a co-worker is distributing much more medication than you are, even though you are treating the same patients. No patient has received more than the prescribed dosage. Should you be concerned? What action, if any, should you take?

A nurse routinely identifies patients by bed number, not name. He does not check wrist bracelets. Should any action be taken? If so, what?

A nurse is charged with and found guilty of shoplifting. She has been a competent nurse, but the trial has created quite a stir at the hospital. Should the nursing board take any action? Why or why not?

A nurse on duty becomes ill and tells her supervisor. The nurse is told that she must stay on duty because no replacement is available. She stays another hour, then notifies her supervisor again that she is leaving, writes the time and "sick" on her time sheet, and leaves. Her supervisor contacts the nursing board and claims that the nurse is guilty of abandoning her post. Should the nursing board take any action? Why or why not?

INFORMATION SHEET

EXPLORE LEGAL AND ETHICAL ISSUES V

OBJECTIVE 1

Match terms associated with legal and ethical issues to their definitions.

- **Assault** — The threat or intent to make bodily contact with another person with the intent to cause injury
- **Battery** — The act of making bodily contact with another person in order to cause injury
- **Crime** — A wrong against another person that is also a wrong against society; punishable by fines or imprisonment or both
- **Ethics** — A set of principles of behavior based on values and morals; guidelines to follow when legal actions have not been determined
- **Malpractice** — Failure to possess and exercise on behalf of the patient the knowledge and skills ordinarily possessed and exercised by a reasonable and prudent nurse in similar circumstances
- **Negligence** — Failure to do what a reasonable person with comparable training would do or doing what a reasonable person would not do

  EXAMPLES: Abandonment, sleeping on the job, failure to give medications prescribed

- **Tort** — A wrong committed against a person; punishable by fines or other compensation

OBJECTIVE 2

Select the words or phrases that complete statements about the scope and practice of student nursing.

- The primary goal of student nursing is learning.
- Students may be held liable for negligent care, if their actions are not what a reasonable, prudent person with their background and training would do.
- Patient care must not be compromised because students, rather than professionals, are providing care.

- Students must not perform duties for which they are not fully trained.

- Nursing students should notify supervisors when they need extra instruction, supervision, or help.

- Students must meet all policies and requirements of the training program, including completion of education, testing, attendance, completion of liability forms and required physical examinations.

OBJECTIVE 3 **Select the words or phrases that complete statements about the Oklahoma Board of Nursing (OBN).**

The Oklahoma Board of Nursing is composed of nine members, all of whom are American citizens and have been residents of Oklahoma for at least five years.

Five members of the OBN must be registered nurses with at least five years experience. All must be currently employed as RNs. Two of the five must be involved in nursing education in Oklahoma. One of these two members must be employed in educational administration. At least two board members must be employed in nursing service. One of these two nurses must work at the highest level of nursing management in a hospital setting.

Three members of the OBN must be licensed practical nurses with at least five years experience and currently working as LPNs.

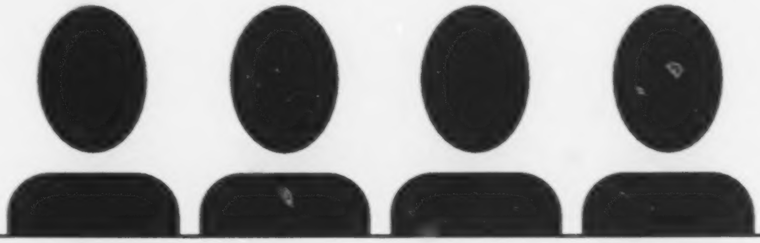
One board member must be the nursing director of a long-term care facility. The last member of the OBN represents the public and must be an eligible voter with an understanding of consumer health concerns. This member must never have been a health-care provider or enrolled in a health-care educational program. He or she is appointed by the governor and serves the same term as the governor.

Registered nurses and licensed practical nurses on the OBN are also appointed by the governor from a list of names submitted by state and national nursing organizations. They each serve five year terms and can be reappointed.

No more than one RN member and one LPN member may live in the same congressional district. One RN member and one LPN member must each live in a county with a population of less than 60,000.

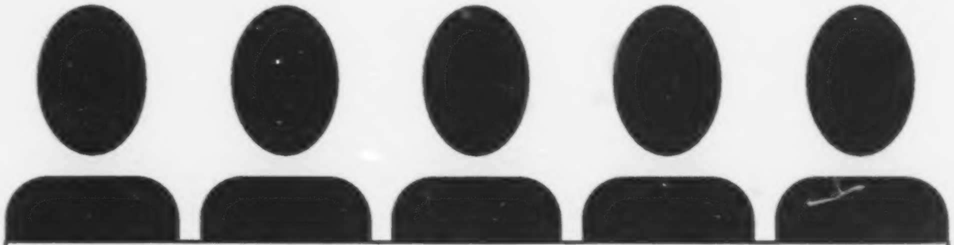
The Board elects a President, Vice-President, Secretary/Treasurer, and other offices necessary to carry out their business. They must meet six times a year and can call additional special meetings. At least three RNs and one LPN must be present for any action to be taken.

The Oklahoma Board of Nursing
- American citizens
- Residents of Oklahoma for 5 years
- No more than one RN and LPN from the same congressional district



3 Licensed Pratical Nurses
- 5 years experience
- Currently employed as LPNs
- Appointed to a 5-year term by the governor
- One from a county with fewer than 60,000 residents

1 Representative of the Public
- Never involved in health
- Appointed by governor
- Serves same term as governor



2 from Nursing Education (1 from Education Administration)	1 at Highest Nursing Level in a Hospital	2 from Nursing Services

5 Registered Nurses
- 5 years experience
- Currently employed as RNs
- Appointed to a 5-year term by the governor
- One from a county with fewer than 60,000 residents

OBJECTIVE 4

Select from a list functions of the OBN.

The OBN performs the following functions:

- Adopts and revises rules and regulations in accordance with the Oklahoma Nursing Practice Act
- Prescribes standards for nursing education programs
- Monitors nursing education programs to assure quality
- Approves nursing education programs that meet standards
- Withdraws certification of nursing programs that fail to meet or maintain standards
- Sets criteria for successful examination
- Sets fees for examination and licensure
- Examines, licenses, and renews licenses of qualified applicants
- Receives and investigates complaints, conducts hearings, and takes disciplinary action as deemed appropriate
- After due process, may discipline, suspend, or revoke nursing licenses and privileges
- Recommends state requirements for licensure to the state legislature

OBJECTIVE 5

Discuss the Nursing Practice Act (NPA).

The current Nursing Practice Act that includes LPNs was written in 1953 and has been revised or amended as needed. The purpose of the act is "to safeguard the public health and welfare by requiring any person who practices or offers to practice registered nursing or practical nursing in this state to be a registered nurse or a licensed practical nurse . . . " It created the Oklahoma Board of Nurse Registration and Nursing Education, outlined its functions, and determined how members of the board were to be chosen.

In 1991 the Nursing Practice Act was extensively amended. The Oklahoma Board of Nurse Registration and Nursing Education was renamed the Oklahoma Board of Nursing. The scope of registered nursing and licensed practical nursing was carefully defined. The scope of practice and licensure requirements for Advanced Nurse Practitioner (ARNP), Clinical Nurse Specialist (CNS), Nurse-Midwife (CNM), and Certified Registered Nurse Anesthetist (CRNA) were also included. Changes were also made to requirements for licensure, licensing and examination fees, and grounds for license revocation.

OBJECTIVE 6

Select from a list responsibilities of an LPN.

The LPN functions as a member of the health care team. The responsibilities of an LPN, as outlined in the Nursing Practice Act, include:

- Contributing to the assessment of individuals and groups
- Participating in the development and modification of the plan of care
- Implementing the appropriate aspects of the plan of care
- Delegating tasks that may safely be performed by others
- Providing safe and effective nursing care, directly or indirectly
- Participating in evaluating responses to health care
- Teaching basic nursing skills and related principles
- Performing additional nursing procedures, as acquired

OBJECTIVE 7

List qualifications for LPN as defined in the NPA.

To be licensed as an LPN the following requirements must be met:

- Complete a high school education or graduate education degree (GED)
- Successfully complete a state-approved nursing program in a college or university or approved vocational-technical school
- Pass an examination conducted by the Oklahoma Board of Nursing

- Present proof of licensure in another state or territory or a foreign country, if that person meets Oklahoma LPN licensure requirements

  NOTE: If proof of licensure in another state, territory, or country is presented and approved, the examination does not have to be taken.

OBJECTIVE 8

Select from a list true statements about legal implications concerning licensure of nurses.

When you become licensed, you sign an agreement with the state in which you are licensed. The state grants the license as insurance that you will provide proper medical care and attention to your patients. In applying for and accepting the license you agree to provide this care to the best of your ability. After licensure, you are expected to be able to perform your duties ethically and competently. Should charges be filed against you, you will be judged against those of a reasonably prudent person with the same background, rather than against a reasonably prudent person without medical training. This set of expectations extends to ethical behavior, such as confidentiality, in which you are trained.

OBJECTIVE 9

Match violations to their categories of legal responsibility.

Negligence or Malpractice

In some circumstances, nurses may be held responsible for:

- Loss of or damage to patient's possessions
- Use of improper or defective equipment
- Failure to protect the patient from injury
- Failure to properly meet the needs of the patient
- Failure to carry out instructions (from the physician or supervisor)

  NOTE: When instructions are contrary to policy or ethics, or when they endanger the patient, the LPN is expected to refuse to carry them out.

- Failure to clarify an unclear or questionable order
- Errors in measuring or administering medications

Assault and battery

- Restraining a patient to punish or force cooperation or threatening to do so can result in prosecution

False imprisonment

Includes:

- Forcing a patient to remain in the hospital, though the patient wishes to leave
- Unnecessary use of restraints

Invasion of privacy

A nurse can be held responsible for:

- Release of confidential patient information
- Unnecessary physical exposure of a patient

Nurses may also be affected by:

Good Samaritan laws

- The law protects people aiding those injured during an accident or emergency
- Off-duty LPN's are expected to give assistance up to the level of LPN training. If their assistance goes beyond that level, they may be found guilty of malpractice.

Child abuse laws

- Any suspected child abuse must be reported to authorities

OBJECTIVE 10

List causes for revoking a license.

A license can be revoked for the following:

Fraud or deceit in obtaining a license

- Lying on applications
- Sending another person to take the test for you
- Forged or altered credentials

Felony record

- Found guilty of felony or any offense that constitutes a felony
- The felony does not have to be care related. For example, a nurse found guilty of felony theft may lose her license. Committing a felony reflects upon a nurse's decision-making ability and performance under stress.

Incompetence

- "Negligence" is the failure to do what a reasonably prudent person would or doing something a reasonably prudent person would not.
- Severity of negligence is not a consideration; any negligence is grounds for discipline.
- "Other like causes" includes inability to practice nursing because of physical or psychological disabilities.

Habitual use of habit-forming drugs

- Though the Oklahoma Nursing Practice Act uses the phrase "habitually intemperate or addicted," any use that interferes with nursing responsibilities may be grounds for discipline.
- Alcohol is a habit-forming drug.
- Prescription drugs can be habit forming.

Insufficient knowledge and/or skills

- May be a proven inability or potential inability
- Illness, use of alcohol or drugs, mental or physical impairments, or other impairments may be the reason for insufficient skills

Incompetence, as determined by a court

- Found by a court of law to be mentally incompetent, mentally ill, chemically dependent, or dangerous to the public
- Committed by a court of law

Unprofessional conduct

- Inaccurate recording, falsifying or altering patient records
- Abusing patients physically or verbally
- Administering medications or treatments in a negligent manner
- Falsely manipulating drugs, supplies, or records
- Unauthorized use of supplies, equipment, or drugs
- Leaving a nursing assignment without proper notification
- Falsifying documents submitted to the OBN.
- Violating confidentiality
- Fraudulent billing practices
- Conduct detrimental to public interest
- Discrimination while rendering nursing services
- Obtaining money or other assets from a patient through other than reasonable billing.
- Fraudulently applying for or renewing a license
- Forging a prescription or presenting a forged prescription

- Aiding or abetting an unlicensed nurse practicing nursing
- Selling or otherwise making controlled drugs available to others
- Practicing nursing without proper licensure
- Sexual contact, seductive conversation with a patient or sexual exploitation of a patient
- Acting as proxy for an applicant during examination
- Impersonating a licensed practitioner or allowing another to impersonate you

Deliberately jeopardizing a patient's life, health or safety

- Failing to properly supervise subordinates
- Failing to observe living wills and use of life-prolonging tools.
- Altering medications
- Failing to observe current abortion laws, regardless of the individual nurse's values.

Violation of an OBN rule or policy or a federal law relating to nursing or controlled substances

- Delegating or accepting delegation of a nursing function when doing so can reasonably be expected to result in unsafe or ineffective patient care
- Failing to use reasonable judgement based on the level of nursing training and experience acquired
- Failing to exercise technical competence when providing nursing care
- Performing new techniques or procedures without proper education or training
- Failing to report unsafe or illegal practices of coworkers

Disciplinary action taken against any health-related license held in Oklahoma or anywhere else

- Action taken against any license may be grounds for revocation of all licenses.

  EXAMPLE: A nurse-midwife found to be guilty of deliberately jeopardizing a patient's health could lose not only his or her nurse-midwife license, but also RN or other licenses held.

- Disciplinary action taken in another state, territory, or country may be grounds for revocation of Oklahoma licenses.

OBJECTIVE 11

Select the words or phrases that complete statements about guidelines for ethical behavior.

One of the best sources of guidelines for ethical behavior is the Code of Ethics for the National Association for Practical Nurse Education and Service (NAPNES):

1. Consider as a basic obligation the conservation of life and the prevention of disease.
2. Promote and protect the physical, mental, emotional, and spiritual health of the patient and his family.
3. Fulfill all duties faithfully and efficiently.
4. Function within established legal guidelines.
5. Accept personal responsibility (for the acts) and seek to merit the respect and confidence of all members of the health team.
6. Hold in confidence all matters coming to his knowledge, in the practice of his profession, and in no way and at no time violate this confidence.
7. Give conscientious service and charge just fees.
8. Learn and respect the religious and cultural beliefs of his patient and of all people.

9. Meet his obligation to the patient by keeping abreast of current trends in health care through reading and continuing education.

10. As a citizen of the United States, uphold the laws of the land and seek to promote legislation which shall meet the health needs of its people.

OBJECTIVE 12

Select the words or phrases that complete statements about the Patient's Bill of Rights.

Patients have the following rights:

- Right to considerate and respectful care
- Right to information about the diagnosis, treatment, prognosis and name of prescribing physician, in a manner the patient can understand

  NOTE: When it is inadvisable to give this information to the patient, an appropriate person, such as a parent or spouse, should be informed.

- Right to informed consent before any procedure or treatment. Information about risks, alternatives, and possible incapacitation should be included.
- Right to refuse treatment and right to knowledge of the consequences of this choice
- Right to confidentiality; discussion of the case should be limited to occasions of medical necessity and proper setting
- Right to confidential handling of all patient records
- Right to evaluation, treatment, and referral as indicated by the urgency of the situation. Transfer to another facility must be made only after the new facility has accepted the patient and the patient is informed of the need for transfer.
- Right to information about the relationships between the providing facility and other facilities and between individuals treating him or her

- Right to be advised of plans to perform or engage in human experimentation and the right to refuse to participate
- Right to continued care, including knowledge about appointment times and locations and health care requirements after discharge
- Right to examination and explanation of all medical bills, regardless of method of payment
- Right to information about all facility rules affecting patient conduct

OBJECTIVE 13

Select the words or phrases that complete statements about incident reports.

- An incident report is a written record of an event in which someone was injured or his/her property damaged, or the danger of injury or damage existed. It lists witnesses, actions, date, time, location, and other information necessary to assess responsibility.
- Incident reports are completed anytime an injury occurs or the potential for lawsuit exists.
- Incident reports may be required by facility policy, health department policy, or state law.
- People who witness an incident or discover an injury should complete an incident report.
- Incident reports should include all pertinent facts and be signed by all people present and the attending physician.
- In addition to completing an incident report, you should notify the physician and your supervisor immediately.

OBJECTIVE 14

List legal considerations involving the patient's chart.

- The chart is considered a legal document and may be used in a court of law.
- Only information relating to the health and treatment of the patient should be included in the patient's chart.

- Patient records are confidential and access to them must be limited to those dealing with the patient.
- Patients have a right to access to their own records.

  NOTE: Patients can obtain copies of their records, but the actual records belong to the facility.

PRACTICAL NURSE'S PLEDGE*

Before God and those assembled here, I solemnly pledge

To adhere to the Code of Ethics of the nursing profession,

To cooperate loyally with the other members of the nursing team and to carry out faithfully and to the best of my ability the instructions of the physician or the nurse who may be assigned to supervise my work.

I will not do anything evil or malicious, and I will not knowingly give any harmful drug or assist in malpractice.

I will not reveal any confidential information that may come to my knowledge in the course of my work.

And I pledge myself to do all in my power to raise the standards and the prestige of Practical Nursing.

May my life be devoted to service, and to the high ideals of the nursing profession.

---

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HISTORY OF NURSING

Medicine was performed in all ancient civilizations. Egyptian, Greek, Chinese, and South American physicians used medicines and surgeries to heal patients. They studied the anatomy of man and animals and passed their knowledge on to others. The Egyptian Imhotep is the first physician (and the first scientist) to be named in history. When he died, around 2950 B.C., he was believed to have become a god and was worshipped as such. In about 460 B.C. Hippocrates, the Father of Medicine, lived in Greece. His theories, that illnesses were caused by "humors", were unchallenged for centuries and were the first separation between medicine and superstition.

The first record of nursing is found in the Bible, in Chapter 24 of Genesis. A nurse, Deborah, accompanies Rebekah to her marriage to Isaac. It is not surprising to find her in this setting, since the duties of childbirth were usually given to women.

During the Dark and Middle Ages, religious orders formed nursing orders and hospitals. In about 330 A.D. the Emperor Constantine built the first hospital, and later supported a ruling that a hospital be built in each city with a cathedral. The first visiting nurse was Phoebe, a Christian deaconess, who was introduced to the church by St. Paul in 55 A.D.

As the Reformation took place and the number of nuns and monks dwindled, nursing declined. Medicine, as a whole, continued, but made little progress. Nursing was no longer considered a respectable profession, and many nurses accepted the position only to avoid jail. Some countries, where the Catholic church remained strong, avoided these changes; but this period of history is still considered the "Dark Ages of Nursing."

Modern nursing began in 1836, when the first organized school of nursing was founded in Kaiserwerth, Germany. Florence Nightingale, one of the school's students, led a movement to bring nurses into the hospitals, rather than limiting them to private duty. The Civil War made the necessity of hospitals and nurses clear to Americans, and after the war several nursing programs and schools began. Gradually these programs were taken over by hospitals, which used the students as a source of free labor. Rules governing the behavior of nurses were very strict, and did not reflect the respect deserved by the students.

The Great Depression and World Wars I and II led to expansion of visiting nursing programs, military recognition of nurses, and opportunities for Black nurses.

In the 1940's the movement of licensed practical nurses in each state gained momentum. In 1957 the National League for Nurses established the Council on Practical Nursing.

NOTE: If you would like to know more about the history of nursing or about nursing in the Viet Nam War, ask your instructor to suggest some resources.

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A NURSES'S LOT ONE CENTURY AGO (*Anonymous*)

In addition to caring for your 50 patients, each nurse will follow these regulations:

1. *Daily sweep and mop the floors of your ward, dust the patients' furniture and window sills.*
2. *Maintain an even temperature in your ward by bringing in a scuttle of coal for the day's business.*
3. *Light is important to observe the patient's condition; therefore, each day fill kerosene lamps, clean chimneys, and trim wicks. Wash windows once a week.*
4. *The nurse's notes are important in aiding the physician's work. Make your pens carefully; you may whittle to your own individual taste.*
5. *Each nurse on day duty will report every day at 7 am and leave at 8 pm, except on the Sabbath on which day you will be off from 12 noon to 2 pm.*
6. *Graduate nurses in good standing with the director of nurses will be given an evening off each week for courting purposes, or two evenings each week if you go regularly to church.*
7. *Each nurse should lay aside from each pay day a goodly sum of her earning for her benefits during her declining years, so that she will not become a burden. For example, if you earn $30.00 a month you should set aside $15.00.*
8. *Any nurse who smokes, uses liquor in any form, gets her hair done at a beauty shop, or frequents dancehalls, will give the director of nurses good reason to suspect her worth, intentions and integrity.*
9. *The nurse who performs her labors, serves her patients and doctors faithfully and is without fault for a period of 5 years, will be given an increase by the hospital administrator of 5c a day, providing there are no hospital debts that are outstanding.*

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CHARACTERISTICS OF NURSING

Nursing is commonly thought of as caring for people who are unable to care for themselves. Some think only of situations in which the patient is ill or injured. Others consider nursing a prevention of illness through education. Still others think of nursing as a holistic field in which the person's emotional and spiritual, as well as physical needs, are addressed.

The National Association for Practical Nurse Education and Service describes a Practical Nurse as "...a person prepared by an approved educational program to share in the care of the sick, in rehabilitation and in the prevention of illness, always under the direction of a licensed physician and/or a registered professional nurse."

SCOPE OF PRACTICE: LPN'S AND RN'S

"Practice is constantly evolving with new technological changes, new requirements in the work setting, and new norms for acceptance. The scope of practice framework is composed of all activities that have been taught in an approved school of nursing, an advanced certification program, and those other activities for which a nurse has received documented education and supervised practice.

"When an activity or procedure has been learned through additional education and supervised practice, documentation should appear in a nurse's record as to the type and length of training....and the amount of supervised practice.

"Nurses should ensure that all nursing activities and procedures not ordinarily taught in a basic educational program appear in the written policies of the health care agency, are performed under a written protocol, and that their preparation has been appropriately documented.

"All nurses are legally responsible for their own practice. It is also their responsibility to have the knowledge to perform their functions or to obtain the necessary competence."

— *Board Report: Update to Licensed Nurses,* Fall 1990

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RN	LPN
"Registered nursing," (abbreviated as "RN") means the practice of the full scope of nursing which includes, but is not limited to: • Assessing the health status of individuals, families, and groups • Analyzing assessment data to determine nursing care needs • Establishing goals to meet identified health care needs • Planning a strategy of care • Establishing priorities of nursing intervention to implement the strategy of care • Implementing the strategy of care • Delegating such tasks as may safely be performed by others, consistent with educational preparation and that do not conflict with the Nursing Practice Act • Providing safe and effective nursing care rendered directly or indirectly • Evaluating responses to interventions • Teaching the principles and practice of nursing • Managing and supervising the practice of nursing • Collaborating with other health professionals in the management of health care • Performing additional nursing functions in accordance with knowledge and skills acquired beyond basic nursing preparation	"Licensed practical nursing," (abbreviated as "LPN") means the practice of nursing under the supervision or direction of a registered nurse, licensed physician, or dentist. This directed scope of nursing practice includes, but is not limited to: • Contributing to the assessment of the health status of individuals and groups • Participating in the development and modification of the plan of care • Implementing the appropriate aspects of the plan of care • Delegating such tasks as may safely be performed by others, consistent with educational preparation and that do not conflict with this act • Providing safe and effective nursing care rendered directly or indirectly • Participating in the evaluation of responses to interventions • Teaching basic nursing skills and related principles • Performing additional nursing procedures in accordance with knowledge and skills acquired through education beyond nursing preparation

THEORIES OF NURSING

JOHNSON'S BEHAVIORAL SYSTEMS MODEL

In this system, man is viewed as a set of seven subsystems that interact to achieve balance with the environment and stresses. Illnesses can result when subsystems cannot adjust as needed. This model uses nursing to help clients control and adjust their subsystems.

KING'S THEORY FOR NURSING

Imogene King has proposed this model based on personal, interpersonal, and social systems. In this model, each individual and societal forces are recognized, but nursing is viewed as an interpersonal act. During nursing, the nurse and patient recognize a need, then agree on a plan to meet that need.

LEININGER'S TRANSCULTURAL NURSING

Madeleine Leininger proposed a theory based on cultural differences and universal needs. She claims that health and health-care expectations vary from culture to culture; however, she also identified 27 nursing areas usable in any culture. These include empathy, trust, comfort, and compassion.

LEVINE'S CONCEPTIONAL MODEL

Myra Levine supports a holistic view of nursing. She maintains that nurses must work actively with each patient to devise a patient care plan that will address the mental, spiritual, and physical needs of the patient.

NEUMAN'S HEALTH-CARE SYSTEMS MODEL

In this system, the person is viewed as a central core and three protective layers. The outermost acts as a buffer against stressors, but can be weakened by hunger, loss of sleep, etc. The second layer is the lifestyle and coping patterns we learn over time. The final layer is the internal attempt to restore outer layers when stressors break through them.

Illness and wellness are seen as a continuum. Nursing is necessary to control stressors affecting the client and rebuild each layer. Nursing can be primary (helping avoid stressors and strengthen outer-most layer), secondary (early treatment for a stressor), or tertiary (re-education and treatment after an illness).

OREM'S SELF-CARE NURSING MODEL

Dorthea Orem's model of nursing care is based on three things: self-care deficits, self-care, and the nursing system. Health is considered the ability to care for oneself and meet all needs. At the other end of the continuum is the person who is unable to meet self-care needs, thus relying on nursing care. The nursing system is a method for helping the patient become self-reliant.

ORLANDO'S CONCEPTUAL MODEL

This theory resembles Orem's self-care model, except that the communication and responses between the nurse and patient are considered more important. The nurse, through reaction and action and the patient, through behavior, communicate to each other the needs and expectations affecting the patient's health.

PARSE'S MAN-LIVING HEALTH

This model concentrates on the person's ability to make decisions. Health or lack of health is viewed as the result of choices and nursing is described as the act of comforting and helping the patient re-evaluate priorities and past decisions.

PEPLAU'S INTERPERSONAL MODEL

Anxiety and stress are focused on in Peplau's Interpersonal Model. The individual is seen as a being striving to fulfill a purpose and reduce stresses. Stresses and anxieties are seen as forces that can encourage or discourage progress toward those ends. The nurse's duty is to assist in this progress when the individual is unable to do so alone.

ROGER'S SCIENCE OF UNITARY HUMAN BEINGS

In this model, man is seen as more than the sum of his parts. He and the environment are seen as energy fields that interact continuously. Nursing is viewed as the scientific and creative art that promotes beneficial interaction between the two energy fields.

ROY'S ADAPTION MODEL

This system focuses on the body's reaction to stimuli. Two subsystems, the regulator and cognator, react physically through chemical reactions, to internal, external, and social input. Health is viewed as the ability to adapt to these changes and nursing is viewed as helping the patient adapt by reducing the amount of energy needed to do so.

TRENDS AFFECTING CHANGES IN CURRENT HEALTH CARE

- Specialization and use of highly-specialized equipment
- Need for increased education to perform nursing tasks
- Reduced federal funding for education
- Ever-increasing use of computers and automation
- Increasing use of third-party payments (insurance, government)
- Increased concern about prevention and wellness, including the establishment of practices and facilities strictly concerned with prevention
- Patients are increasingly involved in their own health maintenance.
- America's population is aging. Long-term and chronic illness will become more important in nursing as this trend continues.
- Diseases associated with stress or environmental causes continue to increase.
- As medical technology increases, people may survive injuries and illnesses that would have killed them only a few years ago. However, they may experience years of therapy and rehabilitation. This is an especially important concern in pediatrics, where low-birthweight babies may survive, but face lifetimes of therapy.
- Similarly, the right to die has become a major ethical question. Living wills, Hospices, and other options have been used increasingly, yet the basic question of quality vs. quantity of life has not been resolved.
- Current sexual practices have caused many medical trends: increased teenage pregnancies; the spread of sexually transmitted diseases, including AIDS; family planning and the use of contraceptives. Related trends are use of fertility drugs and the debate over legalized abortion.

- Drug and chemical use and addiction have become the focus of a major medical industry. Drug abuse has also become a major problem in the medical profession, as health care professionals may compromise their own performance and abilities by using drugs.

- National economics may affect the health care available to low-income patients. Preventive and early-stage care is most affected.

- Concerns about medical waste and the environment have increased in the past few years.

- Legislation affecting medicine, such as mandatory drug testing of all employees, has increased in recent years.

- Research and technology have led to great fetal and genetic changes. In-Vitro fertilization, surrogate motherhood, and selective abortion (aborting some fetuses in cases of multiple pregnancies to allow other fetuses to grow more normally) have led to landmark court cases. They reflect technology that has changed faster than law, leaving a myriad of ethical questions.

- Fetal rights have become a new concern as technology has advanced. Is a mother who drinks while pregnant guilty of child abuse? What if she doesn't drink, but doesn't eat well? Should surgery be performed on fetuses? Is it ethical to use fetal tissue in research or treatments?

ATTEND A STATE BOARD OF NURSING HEARING

With your class or alone, attend a state board of nursing hearing. Listen to the topics, concerns, and questions addressed by the board. Consider how these issues affect you. Have a small-group discussion when you return to class, then share the group's conclusions with your classmates.

Functional Reading Skills
- Follow written instructions

Listening Skills
- Apply active listening skills
- Distinguish fact, opinion, and inference
- Draw conclusions/ make generalizations
- Analyze/identify point of view

Interactive Communication Skills
- Apply questioning techniques
- Work effectively in a group
- Communicate with professional colleagues/ associates

General Relating Skills
- Investigate/apply communication process models
- Interact with professional colleagues/ associates
- Participate in group activities
- Identify personal values/attitudes
- Apply information to life experiences

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Basic Skills (continued)

Teamwork/Cooperative Skills

- Identify values/attitudes
- Investigate/identify group/corporate climate
- Give/receive feedback
- Present point of view

Cognitive Activity Skills

- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions
- Evaluate results/outcomes

INSTRUCTIONAL SUPPLEMENT FOR ACTIVITY SHEET 1

Skill development for:
READING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Introduce assignment by giving student specific information about the state board of nursing hearing they will be attending. Tell them to take notes on the proceedings. Remind them to be professional.

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

- Follow written instructions

ORAL COMMUNICATIONS SKILLS

- Apply active listening skills
- Distinguish fact, opinion, and inference
- Draw conclusions/make generalizations
- Analyze/identify point of view
- Apply questioning techniques
- Work effectively in a group
- Communicate with professional colleagues/associates

INTERPERSONAL/RELATING SKILLS

- Investigate/apply communication process models
- Interact with professional colleagues/associates
- Participate in group activities
- Identify personal values/attitudes

- Apply information to life experiences
- Identify values/attitudes
- Investigate/identify group/corporate climate
- Give/receive feedback
- Present point of view

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions
- Evaluate results/outcomes

- Before attending state board of nursing hearing, review Objective 3 with the class, especially the following. Ask: Would it be possible for you to be a member of this board in the future? What qualifications would you need? What process is necessary for an LPN to become a member of the board? Why would it be important to be a member of this board?

- When back in class, divide into small groups of about five. compare notes and discuss issues brought before the board. To make sure everyone participates, choose a leader, a time-keeper, and a secretary/ reporter. The leader makes sure everyone contributes; the time-keeper makes sure no one dominates and that time allotment for the activity is kept; and the secretary/reporter tells the entire class what the group found important.

- Clarify any part of the hearing that students may not have understood.

- Do further reading/investigating in any area of the hearing that sparks student interest.

ASSIGNMENT SHEET 1

EXPLORE LEGAL AND ETHICAL ISSUES

V

NAME ______________________ SCORE ________

OBJECTIVE 15

Compare the scope of practice of an LPN and an RN.

INTRODUCTION

The specific responsibilities of LPNs and RNs will vary with different agencies and with different circumstances within those agencies. Almost every situation is unique. For example a nursing home may have an RN on duty during the day who supervises an LPN with limited duties. On the night shift, the LPN on duty may be required to carry more responsibility and perform a wider range of tasks.

Interview an RN and an LPN about their duties and responsibilities, training, and education. Write a one-page report or prepare a poster about the similarities and differences between the two positions.

LPN

Name ______________________

Institution ______________________

Years in nursing ______________________

RN

Name ______________________

Institution ______________________

Years in nursing ______________________

Functional Reading Skills
- Follow written instructions

Language Skills
- Use standard grammar, correct spelling, punctuation and capitalization
- State ideas clearly

Composition Skills
- Use complete sentences
- Use topic sentences
- Use introductory/closing paragraphs
- Compose reports
- Proofread and edit

Listening Skills
- Apply active listening skills
- Distinguish fact, opinion, and inference
- Draw conclusions/make generalizations
- Analyze/identify point of view

Interactive Communication Skills
- Apply questioning techniques
- Conduct/receive interviews

- Communicate with professional colleagues/ associates

General Relating Skills
- Interact with professional colleagues/ associates

Cognitive Activity Skills
- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions
- Create a finished product (written, oral, practical)
- Evaluate results/ outcomes

Job Search/Selection Skills
- Investigate requirements for a career field/occupation
- Compare/evaluate career options
- Analyze duties/ requirements/ benefits of a specific job

Information Analysis Skills
- Construct geographical information (charts, graphs, diagrams)

SUGGESTED EVALUATIVE CRITERIA

1.	Language skills (grammar, spelling, capitalization, punctuation, complete sentences)	30 points
2.	Composition skills (topic sentences, introductory paragraph)	15 points
3.	Content	45 points
4.	Neatness of report	10 points
	TOTAL	100 points

SUGGESTED EVALUATIVE CRITERIA

1.	Information (communicated accurately)	40 points
2.	Layout and Design	30 points
3.	Creativity	30 points
	TOTAL	100 points

Question	LPN	RN
1. What is your position and title?		
2. What are your duties and responsibilities?		
3. What did your basic nursing education require?		
4. What additional education have you had since graduating?		
5. Are you insured and who pays your insurance?		
6. What do you think is the difference between an LPN and an RN?		

EXPLORE LEGAL AND ETHICAL ISSUES

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 1

Skill development for:
READING SKILLS
WRITING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by asking students if they have ever interviewed anyone before. Encourage them to tell about the experience. Tell students they may feel uncomfortable at first, but if they are well prepared, they can make the job easier.

- Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  — Follow written instructions

  WRITING SKILLS

  — Use standard grammar and correct spelling

  — State ideas clearly

  — Use complete sentences

  — Use topic sentences

  — Use introductory/closing paragraphs

  — Compose reports

  — Proofread and edit

  ORAL COMMUNICATIONS SKILLS

  — Apply active listening skills

  — Distinguish fact, opinion, and inference

- Draw conclusions/make generalizations
- Analyze/identify point of view
- Apply questioning techniques
- Conduct/receive interviews
- Communicate with professional colleagues/associates

INTERPERSONAL/RELATING SKILLS

- Interact with professional colleagues/associates

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions
- Create a finished product (written, oral, practical)
- Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Investigate benefits of a career field/occupation
- Compare/evaluate career options
- Analyze duties/requirements/benefits of specific job

SOCIAL STUDIES SKILLS

- Construct graphical information (charts, graphs, diagrams)

- Emphasize to the students that criteria for grading their written reports will include all of the following:

  1. Use of good language skills (grammar, spelling, capitalization, punctuation, complete sentences)

2. Use of good composition skills (topic sentences and introductory paragraph)

3. Content

4. Neatness

- Emphasize to the students that criteria for grading their posters will include all of the following:

  1. Content is accurate (information communicated correctly)

  2. Layout & Design (pleasing appearance)

  3. Creativity

- If students have difficulty with the oral communications skills, review the communications unit (Unit 4) with them.

- If students have difficulty with the interpersonal/relating skills, review basic business etiquette points. Develop an "Etiquette Pointers" handout for students.

- If students have difficulty with the creative thinking/problem solving skills, develop questions to effectively lead the students to draw conclusions. For the visual learners, write the answers to your questions on the chalk/white board or on the overhead projector.

- Tell students when conducting the interview, they may want to use 3 × 5 cards instead of the form provided if they think the space is too limited.

- If students do not know whom to interview, suggest they contact their doctor's office or a nearby hospital.

- Remind students to begin their reports with an interesting introductory paragraph. It need not be long, but should catch the reader's attention. It should start with some general statements about the topic. For example:

  > The great need for nurses in today's world will continue well into the future as our population ages. Before entering a nurse training program, a person should investigate career possibilities within the profession. There are two basic choices. One can decide to become a registered nurse or a licensed practical nurse. Although there are some similarities, there are some differences, too.

- The paper can continue with one paragraph about the RN, another about the LPN. Students should make a topic sentence for each.

- Remind students to include a short conclusion. A personal statement about why they chose to become an LPN would be appropriate.

- After papers are written, have students exchange them with a partner for proofreading. If partners do not agree about corrections, they should check with the teacher or consult standard reference material.

- Have students rewrite their final papers.

ASSIGNMENT SHEET 2

EXPLORE LEGAL AND ETHICAL ISSUES

V

NAME ______________________ SCORE ________

OBJECTIVE 16

Evaluate limits of practice of the LPN.

INTRODUCTION

The basic responsibility of an LPN is to assist in providing nursing care. An LPN is expected to function under the direction of a physician, nursing practitioner, registered nurse, CRNA (Certified Registered Nurse Anesthetist), or dentist. Patients in a stable condition may be cared for primarily by LPNs, but physicians and RNs will still be responsible for supervision.

The limits placed on an LPN vary somewhat depending upon the state in which he or she is practicing, the nature of the job, the amount of training and experience the LPN has, and the policies of the facility.

DIRECTIONS

Use Supplements 3, 4, 5, and 6 and Assignment Sheet 1 to list five responsibilities an LPN may have, five that are reserved for RNs, and five that may vary from situation to situation.

NOTE: In Assignment Sheet 1, you are asked to interview an LPN and RN. You may use the same interview to complete both assignments.

Reading Comprehension Skills
- Gain factual information
- Draw conclusions

Functional Reading Skills
- Follow written instructions

Language Skills
- State ideas clearly

Five responsibilities an LPN may face:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

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Cognitive Activity Skills
- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions

Job Search/Selection Skills
- Investigate requirements for a career field/occupation
- Compare/evaluate career options
- Analyze duties/ requirements/ benefits of specific job

Five situations or responsibilities that an RN must handle:

1. ____
2. ____
3. ____
4. ____
5. ____

Five situations or responsibilities that may be handled by an RN or, in some cases, by an LPN:

1. ____
2. ____
3. ____
4. ____
5. ____

EXPLORE LEGAL AND ETHICAL ISSUES

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 2

Skill development for: READING SKILLS
WRITING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by having students recall some of the differences between RNs and LPNs that they wrote about in Assignment Sheet 1.
- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Gain factual information

— Draw conclusions

— Follow written instructions

WRITING SKILLS

— State ideas clearly

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Collect/record information

— Identify critical elements/issues

— Analyze/synthesize information

— Draw conclusions

EMPLOYABILITY SKILLS

— Investigate requirements for a career field/occupation

— Compare/evaluate career options

— Analyze duties/requirements/benefits of specific job

- Review Supplements 3, 4, 5, and 6 with class. Ask: Which one gives the most information about nurses' duties? How does it differ from the information obtained in the interviews with nurses? i.e. Which is more general, which is more specific?

- Have students consider if any of the information gathered from their interviews is related to the information in Supplements 3, 4, 5, and 6, especially Supplement 4. Divide class into groups of three to five students to discuss this.

- If students have difficulty stating ideas clearly, tell them that each of the five statements they write may begin with a verb:

  e.g. *take* blood pressure
  measure temperature
  initiate IV fluids

- If students have difficulty with the employability skills, develop a "Pro/Con" chart and hand out. Tell them that what seems to be a "positive" today, may be perceived as a "negative" three months from now. This evaluation procedure can be (should be) used several times during the program to check if student perceptions have changed.

ASSIGNMENT SHEET 3

EXPLORE LEGAL AND ETHICAL ISSUES

V

NAME ______________________________ SCORE ________

OBJECTIVE 17

Participate in a case study of an actual court case.

INTRODUCTION

Ethical questions may be settled when laws are enacted or when court decisions are made. It is more common that court cases decide how to interpret current laws and apply them to ethical situations. Court cases can be appealed or overturned by higher courts, or new rulings made on similar cases may, in effect, change the law.

DIRECTIONS

With 2-3 fellow students, choose a court case involving a current nursing issue. Research the facts and judgement in the case. Answer the questions below. Report your findings to your class in an oral or written report.

Reading Comprehension Skills
- Gain factual information
- Draw conclusions
- React to written material

Research and Reference Skills
- Select useful resources
- Locate resources
- Find materials in library (use cataloging systems, use classifying systems, etc.)

Functional Reading Skills
- Follow written instructions

Language Skills
- Use standard grammar, correct spelling, punctuation and capitalization
- State ideas clearly

Composition Skills
- Use complete sentences
- Use topic sentences

Case: ____

Briefly explain the situation leading to the case:

____

____

____

____

____

1. How does the ruling in this case affect the law and nursing practices?

____

____

____

____

- Use introductory/ closing paragraphs
- Compose reports
- Proofread and edit

Research Skills
- Take notes
- Use notecards
- Create bibliography

Oral Presentation Skills
- Make informative presentations
- Use good speaking techniques (pitch, volume, rate, inflection)
- Select/use words effectively
- Use effective body language
- Present appropriate appearance

General Relating Skills
- Interact with professional colleagues/ associates
- Participate in group activities

Teamwork/Cooperative Skills
- Present point of view

Leadership/Influencing Skills
- Obtain confidence of others
- Develop esteem in self/others

Cognitive Activity Skills
- Collect/record information
- Identify critical elements/issues
- Identify underlying causes

2. Why is this case important?

____

____

____

____

3. Is the judgement in this case similar to other cases? If not, was a precedent set?

____

____

____

____

SUGGESTED EVALUATIVE CRITERIA

1.	Language skills (grammar, spelling, capitalization, punctuation, complete sentences)	30 points
2.	Composition skills (topic sentences, introductory paragraph)	15 points
3.	Content	45 points
4.	Neatness of report	10 points
	TOTAL	100 points

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SUGGESTED EVALUATIVE CRITERIA

1.	Content	45 points
2.	Speaking techniques (pitch, volume, rate, inflection)	15 points
3.	Word selection	15 points
4.	Body language/gestures	10 points
5.	Appearance/grooming	10 points
6.	Audiovisual materials (opt)	5 points
	TOTAL	100 points

- Analyze/Synthesize information
- Draw conclusions
- Create a finished product (written, oral, practical)
- Evaluate results/outcomes

Social Studies Application Skills
- Investigate/apply principles of government/politics
- Investigate/apply principles of ethics

Functional Social Studies Skills
- Investigate/apply American legal practices

EXPLORE LEGAL AND ETHICAL ISSUES

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 3

Skill development for:
READING SKILLS
WRITING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by reviewing the meaning of *ethics*. Tell students that as they complete this assignment sheet, they will be looking for answers to ethical issues involving nursing, and will be asked to comment on them.

- Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  — Gain factual information

  — Draw conclusions

  — React to written material

  — Select useful resources

  — Locate resources

  — Find materials in library (use cataloging systems, use classifying systems, etc.)

  — Follow written instructions

  WRITING SKILLS

  — Use standard grammar, correct spelling, punctuation, and capitalization

  — State ideas clearly

  — Use complete sentences

- Use topic sentences
- Use introductory/closing paragraphs
- Compose reports
- Proofread and edit
- Take notes
- Create bibliography

ORAL COMMUNICATIONS SKILLS

- Make informative presentations
- Use good speaking techniques (pitch, volume, rate, inflection)
- Select/use words effectively
- Use effective body language
- Present appropriate appearance

INTERPERSONAL/RELATING SKILLS

- Participate in group activities
- Present point of view
- Obtain confidence of others
- Develop esteem in self/others

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Collect/record information
- Identify critical elements/issues
- Identify underlying causes
- Analyze/synthesize information
- Draw conclusions

- Create a finished product (written, oral, practical)
- Evaluate results/outcomes

SOCIAL STUDIES SKILLS

- Investigate/apply principles of ethics
- Investigate/apply American legal practices

- Emphasize to the students that criteria for grading their written reports will include all of the following:
  1. Use of good language skills (grammar, spelling, capitalization, punctuation, complete sentences)
  2. Use of good composition skills (topic sentences and introductory paragraph)
  3. Content
  4. Neatness
- Emphasize to the students that criteria for grading their posters will include all of the following:
  1. Content is accurate (information communicated correctly)
  2. Pitch, volume, rate, and inflection are appropriate
  3. Words selected to communicate ideas are effective
  4. Body language and gestures used are appropriate (good posture, pleasant demeanor, etc.)
  5. Appearance/grooming (clean uniform; hair, nails, shoes and hose neat and clean)
  6. If audiovisual materials were used, they were appropriate
- Tell students to use *West's Oklahoma Digest 2d* as a primary source. If they cannot locate it in a local library, they may try a lawyer's office. (*West's Oklahoma Digest 2d* should be available in most college and university libraries.)

- After research has been done, have groups meet to discuss findings and answer questions on Assignment Sheet 3. Then have students write their reports independently.

- If students have difficulty with the writing skills, review basic report writing points with them. Create samples of the bibliographic style to be used in their reports.

- Tell students that the way the questions on the assignment sheet are arranged has provided an outline for their report. The brief explanation of the situation can serve as the introductory paragraph and the answers to questions 1, 2, 3 can become the body of the report. They may add a short conclusion which can contain their reaction to the case.

- Tell students to write their bibliographical sources at the end of the report. (Suggest that students follow the bibliographical form in *West's*.) Create examples for them to view and use.

- If students have difficulty with the oral communications skills, review parts of the communications unit (Unit 4) with them.

- Students may make an oral presentation of their reports to the entire class. Or regroup the class and have students present their reports to the new group. Ask for class input.

- If students have difficulty with oral presentation skills, prepare examples of notecards they might want to use as cues and reminders during their presentations.

- Remind students that they are sharing information with fellow students. The information should be communicated accurately.

- If students have difficulty with the interpersonal/relating skills, remind them that each person's point of view is personal and should not be judged "good" or "bad", but rather accepted as that person's point of view.

- If students have difficulty with the creative thinking/problem solving skills, develop questions to effectively lead the students to draw conclusions. Compare the skills used in this assignment to those skills used in the nursing process. For the visual learners, write the answers to your questions on the chalk/white board or on a transparency to project.

ASSIGNMENT SHEET 4

EXPLORE LEGAL AND ETHICAL ISSUES

V

NAME ______________________________ SCORE ________

OBJECTIVE 18

Clarify personal ethical values concerning health issues.

INTRODUCTION

In nursing, questions are ethical or legal. Questions are ethical until a ruling is made. Once a ruling is made in court, the proper procedures are clear and the nurse must follow those procedures, regardless of his or her personal beliefs. Nurses who believe in reproductive freedom, for example, may assist in abortions if they are legal. If abortions are illegal, however, nurses may not assist in the procedure, no matter how strong their beliefs. By the same token, nurses who believe in the right to life may refuse to work in a clinic in which abortions are performed, but may not prevent patients from receiving legal abortions.

DIRECTIONS

Functional Reading Skills
- Follow written instructions

Language Skills
- State ideas clearly

General Relating Skills
- Identify personal values/attitudes

Cognitive Activity Skills
- Identify critical elements/issues
- Identify underlying causes
- Analyze/synthesize information
- Identify/analyze underlying assumptions
- Draw conclusions

Using the case you studied in Assignment Sheet 3, explore your ethical point of view by completing the questions below.

1. Before the court ruling, was this a legal or ethical question?

____

____

____

____

____

2. Pretending there has never been a court ruling, what is the ethical question?

____

____

____

____

____

Social Studies Application Skills
- Investigate/apply principles of ethics

3. Pretend you are each of the three main parties in the court case you researched. How do you feel about your decision and the consequences?

4. Do you agree with the decisions each of the three main parties came to? Why or why not?

5. If you had been a nurse dealing with the three main parties, what actions could you legally take?

6. If you had been a nurse dealing with the three main parties and no legal decisions affected the case, what actions would you have taken?

____

____

____

____

____

7. If you confront a similar case, what legal options do you have to choose from?

____

____

____

EXPLORE LEGAL AND ETHICAL ISSUES

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 4

Skill development for:
READING SKILLS
WRITING SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by asking students to comment on ethical issues involving medical care that are timely today.
- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Follow written instructions

WRITING SKILLS

— State ideas clearly

INTERPERSONAL/RELATING SKILLS

— Identify personal values/attitudes

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Identify critical elements/issues

— Identify underlying causes

— Analyze/synthesize information

— Identify/analyze underlying assumptions

— Draw conclusions

SOCIAL STUDIES SKILLS

— Investigate/apply principles of ethics

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- Look up definitions of "legal" and "ethical". Discuss differences. Provide examples for students.

- Have students thoroughly discuss answers to all questions on the assignment sheet. Be sure they understand the difference between the legal and ethical issues involved in the case they are considering.

- Ask a volunteer from each group to make an oral presentation of the paper. Encourage class input, especially about the ethics involved versus the legality, about students' personal viewpoints, and about the effects of the court decision on nursing duties.

- If students have difficulty with the creative thinking/problem solving skills, develop questions to effectively lead the students to draw conclusions. Compare the skills used in this assignment to those skills used in the nursing process. For the visual learners, write the answers to your questions on the chalk/white board or on a transparency to project.

EXPLORE LEGAL AND ETHICAL ISSUES

ASSIGNMENT SHEET 1	A chart should be completed to reflect information presented during interview. All questions should be completed.
ASSIGNMENT SHEET 2	Lists should include points illustrated during the interview. It may not be necessary that five items are listed in each category, but do check that the items listed are appropriate, are listed in the correct category, and were properly interpreted during the interview.
ASSIGNMENT SHEET 3	The case study may be presented as a group or individual project. In either case, the pertinent facts in the case should be correctly reported, the importance of the ruling to nursing should be correctly interpreted and explained, related rulings should be cited, and further ethical questions left unanswered should be presented.
ASSIGNMENT SHEET 4	The difference between legal and ethical decisions should be clearly understood. The student should be able to demonstrate empathy for people whose ethical stance is different from his or her own. Responses to questions about legal responsibilities should reflect an understanding of nursing duties and limitations.

WRITTEN TEST

EXPLORE LEGAL AND ETHICAL ISSUES

V

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with legal and ethical issues to their definitions. Write the correct letters in the blanks.

_______1. Failure to do what a reasonable person with comparable training would do or doing what a reasonable person would not do

_______2. A wrong against another person that is also a wrong against society; punishable by fines or imprisonment or both

_______3. A set of principles of behavior based on values and morals; guidelines to follow when legal actions have not been determined

_______4. Failure to possess and exercise on behalf of the patient the knowledge and skills ordinarily possessed and exercised by a reasonable and prudent nurse in similar circumstances

_______5. The act of making bodily contact with another person in order to cause injury

_______6. A wrong committed against a person; punishable by fines or other compensation

_______7. The threat or intent to make bodily contact with another person with the intent to cause injury

a. Abuse
b. Assault
c. Battery
d. Crime
e. Ethics
f. Felony
g. Malpractice
h. Misdemeanor
i. Morals
j. Negligence
k. Tort

OBJECTIVE 2

Select the words or phrases that complete statements about the scope and practice of student nursing. Write the correct letters in the blanks.

______1. Students must only perform duties ___.

a. for which they are fully trained
b. that do not affect the safety of the patient
c. in the presence of a physician or RN
d. requested by the patient

______2. A nursing student who feels she needs extra instruction or help should ___.

a. hire a tutor
b. consider withdrawing from class
c. notify a supervisor
d. keep trying

______3. To meet policies and requirements, students may have to complete ___.

a. test applications
b. a series of interviews with hospital administrators
c. a liability form and a physical
d. an on-the-job evaluation

OBJECTIVE 3

Select the words or phrases that complete statements about the Oklahoma Board of Nursing (OBN). Write the correct letters in the blanks.

______1. The Oklahoma Board of Nursing is composed of ___.

a. five members
b. seven members
c. nine members
d. ten members

______2. Members of the OBN have been residents of Oklahoma for at least ___.

a. two years
b. five years
c. ten years
d. seven years

______3. Registered nurses hold ___.

a. three seats on the OBN
b. four seats on the OBN
c. five seats on the OBN
d. all OBN seats

______4. Two registered nurses must be employed in ___.

a. nursing education
b. education
c. public administration
d. public health

______5. Three members of the OBN must be ___.

a. from counties with populations less than 60,000
b. appointed by the state legislature
c. licensed practical nurses
d. elected by practicing nurses

______6. One member of the OBN represents the public at large and must have a background that ___.

a. does not include employment or education in health care
b. includes education but not employment in health care
c. includes employment but not education in health care
d. includes a college education in health care

______7. Registered and licensed practical nurses are appointed by the governor from a list submitted by ___.

a. the Oklahoma Board of Nursing
b. a Congressional Joint Committee
c. state and national nursing organizations
d. former OBN members

OBJECTIVE 4

Select from a list functions of the OBN. Write an "X" in the blank before functions.

______1. Examines, licenses, and renews licenses of qualified applicants

______2. Performs spot-checks on the performance of licensed nurses

______3. Receives and investigates complaints, conducts hearings and takes disciplinary action as deemed appropriate

______4. After due process, may discipline, suspend, or revoke nursing license and privileges

______5. Works with other officials to arrest and convict negligent nurses

______6. Recommends state requirements for licensure to the state legislature

______7. Sets state license requirements

______8. Adopts and revises rules and regulations in accordance with the Oklahoma Nursing Practice Act

______9. Trains nursing instructors

______10. Monitors the progress of nursing students

______11. Prescribes standards for nursing education programs

______12. Monitors nursing education programs to assure quality

______13. Assists qualified students when they search for a job

______14. Approves nursing education programs that meet standards

______15. Surveys out-of-state nursing programs

______16. Withdraws certification of nursing programs that fail to meet or maintain standards

______17. Provides malpractice insurance licensed for nurses in the state

_____18. Sets criteria for successful examination

_____19. Collects fees for nursing organizations

_____20. Sets fees for examination and licensure

OBJECTIVE 5 **Discuss the Nursing Practice Act (NPA).**

1. What is the purpose of the Nursing Practice Act?

____

____

____

____

2. What were two changes made to the NPA in 1991?

____

____

____

____

OBJECTIVE 6 **Select from a list responsibilities of an LPN.** Write an "X" in the blanks before true statements.

______1. Contributing to the assessment of individuals and groups

______2. Preparing a nursing diagnosis

______3. Participating in the development and modification of the plan of care

______4. Implementing appropriate aspects of the plan of care

______5. Supervising medical technicians

______6. Participating in evaluating responses to health care

______7. Providing direct, but not indirect, nursing care

______8. Devising and implementing the care plan

______9. Teaching basic nursing skills and related principles

______10. Delegating tasks that may safely be performed by others

______11. Modifying the care plan

______12. Providing safe and effective nursing care, directly or indirectly

OBJECTIVE 7 **List qualifications for LPNs as defined in the NPA.**

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________

OBJECTIVE 8 **Select from a list true statements about legal implications concerning licensure of nurses.** Write an "X" in the blank before each true statement.

______1. Licenses are basically a method for the state to raise revenue.

______2. Should charges be filed against you, you will be judged against what a reasonably prudent person with the same background would do.

______3. When you become licensed, you sign an agreement with the state in which you are licensed.

______4. The type of license you are given reflects the ability level at which you are expected to perform.

______5. In applying for and accepting the license you agree to provide patient care to the best of your ability.

______6. After licensure, you are expected to be able to perform your duties ethically and competently.

______7. Licensure only reflects that you have completed your education; it does not mean you are considered competent.

OBJECTIVE 9

Match violations to their categories of legal responsibility. Write the correct answer in the blank. Answers may be used more than once.

______1. Restraining a patient to punish or force cooperation or threatening to do so

______2. Off-duty LPN's are expected to give assistance up to the level of LPN training. If their assistance goes beyond that level, they may be found guilty of malpractice.

______3. Use of improper or defective equipment

______4. Protect people aiding those injured during an accident or emergency

______5. Errors in measuring or administering medications

______6. Unnecessary physical exposure of a patient

______7. Release of confidential patient information

a. Assault and battery

b. Child Abuse laws

c. Dereliction of duty

d. Emergency Help laws

e. False imprisonment

f. Good Samaritan laws

g. Invasion of Privacy

h. Negligence or Malpractice

i. Prior Restraint

OBJECTIVE 10

List causes for revoking a license. List ten causes.

1. ______________________________
____

2. ______________________________
____

3. ______________________________
____

4. ______________________________
____

5. ______________________________
____

6. ______________________________
____

7. ______________________________
____

8. ______________________________
____

9. ______________________________
____

10. ______________________________
____

OBJECTIVE 11

Select the words or phrases that complete statements about guidelines for ethical behavior. Write the correct letters in the blanks.

______1. Information coming to a nurse in the performance of her duties must be ___.

a. kept in confidence
b. entered in the patient's chart
c. passed on to supervisors
d. immediately passed to physician

______2. In exchange for conscientious service, a nurse is entitled to ___.

a. annual increases and a generous benefits package
b. promotion from LPN to RN
c. fair pay
d. time off

______3. A nurse dealing with a patient from another culture is expected to ___.

a. maintain a neutral setting by avoiding cultural or religious practices while with patients
b. learn and respect cultural and religious differences
c. patiently explain that certain cultural standards are to be met, due to hospital policy, and that individual practices may only be practiced upon dismissal
d. ignore all differences

______4. To meet his obligation to the patient by keeping abreast of current trends in health care, a nurse should ___.

a. watch other nurses and copy what they do
b. listen carefully during end-of-shift reports
c. read and take continuing education classes
d. rely on television, magazines, etc.

OBJECTIVE 12

Select the words or phrases that complete statements about the Patient's Bill of Rights. Write the correct letters in the blanks.

______1. A nurse enters a doctor's office to give him the results of a patient's lab work. The doctor is not in the room, but a patient is waiting there for him. The nurse puts the lab results on the desk and leaves the room. What patient right has just been violated?

a. right to confidentiality
b. right to confidential handling of all patient records
c. right to privacy
d. right to informed consent

______2. A young mother in the early stages of labor is brought to the emergency room of a hospital. The pregnancy is in its seventh month. Nurses time the contractions and determine that the patient probably has several hours before delivery. Since the mother has no insurance, they suggest she go to another hospital. What patient right has been violated?

a. right to information about diagnosis and prognosis
b. right to the name of the attending physician
c. right to evaluation, treatment, and referral as indicated by the urgency of the situation
d. right to continued care

______3. A toddler falls and cuts his head, requiring seven stitches. After treatment, a nurse explains how to keep the cut clean, what medication to take for pain, and gives a date and time for the next appointment. The patient right being observed is ___.

a. right to continued care
b. right to informed consent
c. right to information about diagnosis, prognosis, and treatment
d. right to evaluation, treatment, and referral as indicated by the urgency of the situation

OBJECTIVE 13

Select the words or phrases that complete statements about incident reports. Write the correct letters in the blanks.

______1. Incident reports should include all pertinent facts and should be signed by all people present and the ___.

a. area supervisor
b. charge nurse
c. attending physician
d. patient

______2. In addition to completing an incident report, you should notify ___.

a. the patient's family
b. the physician and your supervisor
c. your supervisor and the hospital head
d. your state nursing organization

______3. Incident reports should be completed in all of the following situations EXCEPT ___.

a. a nurse you work with is habitually late
b. a patient falls out of bed and cuts his arm
c. a visitor slips of a wet spot in the floor
d. a loose piece of carpet presents a hazard

OBJECTIVE 14

List legal considerations involving the patient's chart.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

NOTICE The following assignment sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 15 **Compare the scope of practice of an LPN and an RN.** SCORE ______

OBJECTIVE 16 **Evaluate limits of practice of the LPN.** SCORE ______

OBJECTIVE 17 **Participate in a case study of an actual court case.** SCORE ______

OBJECTIVE 18 **Clarify personal ethical values concerning health issues.** SCORE ______

EXPLORE LEGAL AND ETHICAL ISSUES V

OBJECTIVE 1

1. j
2. d
3. e
4. g
5. c
6. k
7. b

OBJECTIVE 2

1. a
2. c
3. c

OBJECTIVE 3

1. c
2. b
3. c
4. a
5. c
6. a
7. c

OBJECTIVE 4

1, 3, 4, 6, 8, 11, 12, 14, 16, 18, 20

OBJECTIVE 5

1. Answer should include the need to protect public health and welfare.
2. Answer may include any two of the following:

    - Renamed OBNRNE to OBN
    - Scope of practice of RN and LPN carefully defined
    - Scope of practice and licensure for ARNP, CNS, CNM, and CRNA listed
    - Requirements for licensure, license, and examination fees and grounds for revocation amended

OBJECTIVE 6

1, 3, 4, 6, 9, 10, 12

OBJECTIVE 7

List must include:

- High school education or GED
- Successful completion of a state approved nursing program
- Passing an examination conducted by the OBN
- Presenting accepted proof of licensure in another state, territory, or country

OBJECTIVE 8

2, 3, 5, 6

OBJECTIVE 9

1. a
2. f
3. h
4. f
5. h
6. g
7. g

OBJECTIVE 10

Answers should include:

- Fraud or deceit in obtaining a license
- Felony record
- Incompetence
- Habitual use of habit-forming drugs
- Insufficient knowledge and/or skills
- Incompetence, as determined by a court
- Unprofessional conduct
- Deliberately jeopardizing a patient's life, health, or safety
- Violation of an OBN rule or policy or a federal law relating to nursing or controlled substances
- Disciplinary action taken against any health-related license held in Oklahoma or anywhere else

OBJECTIVE 11

1. a
2. c
3. b
4. c

OBJECTIVE 12

1. b
2. c
3. a

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OBJECTIVE 13

1. c
2. b
3. a

OBJECTIVE 14

Answer must include the following:

- The chart is a legal document.
- Only information related to the care of the patient should be included.
- Charts are confidential; access must be limited.
- Patients have a right to access to their own records.

OBJECTIVE 15

Refer to answers to Assignment Sheet 1.

OBJECTIVE 16

Refer to answers to Assignment Sheet 2.

OBJECTIVE 17

Refer to answers to Assignment Sheet 3.

OBJECTIVE 18

Refer to answers to Assignment Sheet 4.

OBJECTIVE SHEET

DEVELOPING ORGANIZATIONAL AND MANAGEMENT SKILLS VI

INTRODUCTION

In any job, the relationships between supervisors and subordinates and the delegation of work must serve the organization's goals. Many businesses and organizations have been hurt by office politics and stress. But in a health care setting, the patient's care can be compromised if the staff does not function together well. As a member of the staff, and later as a supervisor, there are skills and techniques you can use to promote cooperation and trust between yourself and your co-workers.

UNIT OBJECTIVE

After completing this unit the student should be familiar with the nursing process, management styles, team leadership, and team relationships. The student will demonstrate these competencies by completing assignment sheets and a written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with developing organizational and management skills to their correct definitions.
2. Arrange in order steps in the nursing process.
3. Discuss the role of the LPN as a team leader.
4. Select from a list characteristics of an effective team leader.
5. Distinguish among management styles.
6. Label delegation techniques used with each management style.
7. Choose the word or phrase that completes statements about the chain of command and characteristics of leader/team member relationships.
8. Select from a list characteristics of effective team members.
9. Select from a list the goals of evaluation.
10. Choose the word or phrase that completes statements about evaluation techniques.

11. Complete statements about giving and receiving end-of-shift reports.

12. State guidelines for transcribing doctors' orders.

13. Coordinate patient care as a team leader. (Assignment Sheet 1)

14. Use evaluation techniques. (Assignment Sheet 2)

15. Verify transcribed orders. (Assignment Sheet 3)

16. Give an end-of-shift report. (Assignment Sheet 4)

17. Use the nursing process to solve a problem. (Assignment Sheet 5)

SUGGESTED ACTIVITIES

DEVELOPING ORGANIZATIONAL AND MANAGEMENT SKILLS VI

PREPARATION

- Review the unit and plan your presentation.

- Determine the scope and sequence of objectives that you add. Design and develop support materials, including evaluation techniques, for additional objectives.

- Review teaching suggestions and plan classroom activities.

- Determine how you will schedule time for students to demonstrate competence in the required procedures.

- Obtain materials to supplement unit.

- Invite a guest speaker to discuss the use of team nursing. Also, have the speaker explain the use and the importance of medical records.

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the objective sheet, information sheet and any other components you want them to cover. Confirm the scheduled appearance 2-3 days prior to the presentation.

- **HOSA** Integration

  - Assist students to conduct a chapter service project on reducing stress in the workplace.

  - Develop objectives for service project and identify a theme.

  - Create a poster according to Extemporaneous Health Display rules. Display in highly visible areas.

  - Plan community or school health project that involves disseminating pamphlets about health care professionals working as a team.

DELIVERY

Objective 1

- Discuss terms associated with the organizational and management skills.

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- Have students play reinforcement games and work crossword puzzles using terms.

- Have a spelling bee using words in this unit.

Objective 2

- Have students discuss why each step in the process is important and why it is placed where it is.

- Have students discuss the role of each team member.

- Have students recall their experiences as patients, and identify the role they played in the nursing process.

- Have students brainstorm about how the condition of the patient affects the nursing process.

Objectives 3 and 4

- Discuss the different nursing positions: Charge Nurse, RN, LPN, and Nurses' Aide.

- Discuss the role of other leaders, such as coaches, presidents, or principals, and compare the roles.

- Have students complete Assignment Sheet 1.

Objectives 5, 6, and 7

- Have students watch for examples of each management style as the unit is discussed.

- Draw a chart on the chalkboard or as a poster comparing the strengths and weaknesses of each style.

- Have students suggest situations where each type of delegation is most appropriate. Autocratic delegation, for example, is best in military situations.

- Have students role-play the same situation using all three management styles.

- Have students discuss the delegation techniques their parents used with them and the technique they use (or plan to use) with their own children.

- Have students discuss management styles and delegation techniques used in their past jobs. Have them characterize the cooperation among employees and relationship between supervisor and employees in each case and try to locate trends.

Objective 8

- Use the on-the-job experiences of the students to illustrate how staff member attitudes can affect the quality of the staff.

- Have students review their own personal strengths and weaknesses and how they affect the student's ability to function as a team member.

- Have students review the variety of jobs in health care and compare personality traits the team members should share. For example, pediatric care team members should be patient, emergency room team members should be able to make quick, accurate decisions.

- Show Transparency Master 1.

Objectives 9 and 10

- Have students discuss previous evaluations.

- Invite a nursing supervisor to discuss evaluations and evaluation criteria.

- Review communication skills that should be used during evaluations.

- Have students complete Assignment Sheet 2.

Objective 11

- If possible, allow students to observe end-of-shift reports at a local health care facility.

- Discuss why time limitations are important.

- Review communication skills and determine nonverbal messages given during end-of-shift reports.

Objective 12

- Stress that orders must be precise and signed. Touch on liability and legal responsibility, as discussed in Unit 5, "Explore Legal and Ethical Issues."
- Allow students to view the orders used locally. Use locally-used forms rather than included forms as much as possible.
- Show Transparency Master 2.
- Discuss the routing procedures and necessity for each type of form.
- Present a variety of transcription problems, such as unreadable handwriting, an order that does not make sense, similar patient names, etc.
- Have students complete Assignment Sheets 3 and 4.

APPLICATION

Objective 13

- Use Assignment Sheet 1 to help students learn how to coordinate patient care as a team leader.
- Complete exercises in written form, or assign roles and have a role-play.
- Present students with other scenarios.
- Use locally used forms whenever possible.
- Invite a charge nurse or team leader to complete the same exercise and have students compare their decisions to those of the practicing nurse.
- Act out your discussions with Megan Morris and Jan Rogers. Review each patient's needs and assign job duties.

Objective 14

- Use Assignment Sheet 2 to give students the opportunity to evaluate a team member.

- Use evaluation sheets commonly used at local medical centers.
- Have students review communication skills and list nonverbal comments made during the evaluation.
- Have students compare their review, made from the position of a team member, to how an autocratic supervisor would evaluate the same person.

Objective 15

- Use Assignment Sheet 3 to help students learn how to transcribe orders.
- Use forms used by local medical centers.
- Provide other scenarios for order transcription.

Objective 16

- Use Assignment Sheet 4 to provide students with an opportunity to give an end-of-shift report.
- Have students give reports orally, in writing, or on tape, as normally done at local medical centers.
- Have students time their reports and estimate how long it would take them to report on five, ten, or fifteen patients.
- Have a charge nurse or team leader discuss the importance of end-of-shift reports. Have students complete the same exercise.

Objective 17

- Use Assignment Sheet 5 to give students an opportunity to use the nursing process to solve a problem.
- Have students follow each step, recording what they should consider.
- Allow students to work as teams, providing cooperation and creative solutions.

- Suggest changes in patient status, and have students evaluate possible changes in the nursing plan.

EVALUATION

Pretest

- Pretest qualifying students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- The following filmstrips are available from Trainex Corporation, PO Box 116, Garden Grove, California 92642.
  - — *Assessment in the Nursing Process*
  - — *Nursing Process: An Overview*

- — *Observation and Charting*
  - — *Planning in the Nursing Process*

- *Nursing Care Plans*, color, 27 minutes, American Journal of Nursing, 1974, available from American Journal of Nursing, 555 West 87th Street, New York, NY, 10019.

Publications

- Grippando, Gloria M. and Paula R. Mitchell. *Nursing Perspectives and Issues*. Delmar Publishers, Inc., Albany, New York, 1989.
- *Practical Nursing Volume I*. Oklahoma Department of Vocational and Technical Education, 1974.
- *Practical Nursing, Volume II*. Oklahoma Department of Vocational and Technical Education, 1983.
- Rittiger, P. J. *Allied Health Professional's Job-Hunting Guide*. A National Publishers Book, Prentice-Hall, Englewood Cliffs, 1989.

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- Grippando, Gloria M. and Paula R. Mitchell. *Nursing Perspectives and Issues*. Delmar Publishers, Inc., Albany, New York, 1989.
- *Practical Nursing Volume I*. Oklahoma Department of Vocational and Technical Education, 1974.
- *Practical Nursing, Volume II*. Oklahoma Department of Vocational and Technical Education, 1983.
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ANGINA
ICU ADDENDUM

Patient Name Casey Lyons Age 39

Length of stay ________ DRG ________ Unit ________

Duty Nurse ________ Diagnosis ________

DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESLVD
	☐1. Alteration in comfort	☐ Provide periods of rest between activities. ☐ Restrict visitors to family and close friends. ☐ Maintain comfortable quiet environment; bedrest during periods of pain. ☐ Give pain meds ______ as ordered. ☐ Monitor for VS every 5-15 minutes after pain meds. ☐ Instruct patient to inform nurse immediately when pain occurs. ☐ Obtain/Doc. clear description of chest pain. ☐ Continuous cardiac monitoring. ☐ EKG changes during CP.	☐ Patient verbalizes relief and absence of pain or discomfort.	
	☐ 2. Altered Tissue perfusion	☐ Monitor VS every hour, & with episodes of chest pain. ☐ Monitor lab results, CPK/isoenzymes. ☐ Monitor 12 lead EKG daily for changes as ordered. ☐ Continuous cardiac monitoring.	☐ Patient will have absence of LV failure and/or acute MI as evid. by lab values, EKG changes. ☐ Lab Values ☐ EKG changes	

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DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESLVD
	☐ 3. Assess and document anxiety	☐ Assess role of anxiety — precipitate pain. ☐ Provide opportunity for patient to ventilate fears and questions. ☐ Monitor 12 lead EKG daily for changes as ordered. ☐ Continuous cardiac monitoring.	☐ Patient verbalizes decreases fear/anxiety, understanding of medical regime. ☐ Patient appears more relaxed and asks questions.	
	☐ 4. Knowledge Deficit.	☐ Assess patient/family needs and willingness to learn. ☐ Institute teaching program: ( ) Angina ( ) Activity vs Pain ( ) Medications	☐ Patient will identify appropriate action to take for CP. ☐ List methods for monitoring activities and responses.	

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BACK PAIN

Patient Name Hank Ely Age 53

Length of stay ________ DRG ________ Unit ________

Duty Nurse ________ Diagnosis ________

DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESOLVED
	☐ Pain ( ) Acute ( ) Chronic	☐ Assess for pain status of pt. & document. ☐ Proper positioning to include: • Semi-fowlers position • No prone position • Overhead frame • Keep knees flexed ☐ Administer analgesics as prescribed. ☐ Chart the effectiveness of medications and comfort measures. ☐ Provide opportunities to talk and listen to concerns.	☐ Expresses comfort $\bar{c}$ in _____ minutes $\bar{p}$ initiation of comfort measures.	
	☐ Bowel elimination, altered: constipation	☐ Identify pt's. normal pattern ☐ Increase intake of fruit juices and liquids. ☐ Promote bulk + fiber in diet.	☐ Resumes normal elimination pattern _____ days prior to d/c	
	☐ Urinary elimination, altered	☐ Keep I & O; recording amounts & frequency ☐ Check for bladder distention.	☐ Prior to d/c, resumes normal urinary elimination patterns.	
	☐ Knowledge deficit, disease process + Rx	☐ Assess knowledge of disorder. Is this the initial episode or recurrence ☐ Allow opportunities for discussing understanding, giving information ☐ Avoid riding in car for long periods ☐ Discuss medications, their actions and side effects ☐ Give information and discuss importance of proper body mechanics and routine exercise	☐ Able to describe what is causing the pain and what changes in lifestyles/ occupations and/or other activities will be necessary.	

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CHEMOTHERAPY

Patient Name Molly Jenners Age 67

Length of stay ________ DRG ________ Unit ________

Duty Nurse ________ Diagnosis ________

DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESOLVED
	☐ Oral mucous membranes, repaired	☐ Assess status of oral mucous q shift. ☐ Oral hygiene q ____ hours. ☐ Clean $\bar{c}$ non-abrasive, cleansing agents, i.e., soft toothbrushes, lemon glycerine swabs. ☐ Hydrogen Peroxide mouthwash diluted 3:1. ☐ Offer cool foods and fluids. ☐ Discourage smoking and alcohol. ☐ Avoid aspirin.	☐ Throughout hospitalization expected side effects are minimized.	
	☐ Fluid Volume Deficit	☐ Monitor lytes and nutritional status. ☐ Monitor wt. status. ☐ Offer soft, bland foods in frequent small feedings. ☐ Serve high protein, high carbohydrate diet. ☐ Maintain fluid intake to 3000 ml/daily if not contraindicated.	☐ Throughout hospitalization no evidence of bleeding.	
	☐ Tissue Perfusion altered	☐ Monitor lab results, particularly leukocytes, erythrocytes, platelets. ☐ Observe for bleeding tendencies, i.e., petechiae, ecchmoysis, epistaxis, bloody stools. ☐ Apply pressure for 1 full minute to injected sites.	☐ Throughout hospitalization no evidence of bleeding.	
	☐ Infection, Risk	☐ Monitor vital signs q _____ hrs. ☐ Stress importance of cleanliness and good hand washing. ☐ Stress importance of avoiding people c infections. ☐ Reverse isolation if necessary. ☐ IV site will be observed for patency and possible complications q _____ hrs.	☐ Throughout hospitalization no evidence of infection.	

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DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESOLVED
	☐ Fear R/T disease process	☐ Allow time for pt. to express concerns. ☐ Refer to support group if available. ☐ Assist pt. in recognizing fears and in developing effective methods of coping with those fears.	☐ By D/C pt. will verbalize fears and begin to deal with them effectively.	
	☐ Bowel elimination alteration ( ) constipation ( ) diarrhea	☐ Assess character and frequency of stool. ☐ Monitor I + O and weight. ☐ Adjust diet as appropriate. ☐ Encourage increased fluid intake. ☐ Evaluate effectiveness of drug therapy.	☐ By D/C, bowel pattern will return to WNL for pt.	
	☐ ________	☐ ________ ☐ ________ ☐ ________	☐ ________	

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DEPRESSIVE DISORDERS

Patient Name Myrna Noakes Age 19

Length of stay__________ DRG__________ Unit __________

Duty Nurse__________ Diagnosis __________

DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESOLVED
	☐ Anxiety	☐ Evaluate level. ☐ Listen nonjudgementally, convey empathy, acknowledge feelings. ☐ Use short, concrete communication. Use calm manner. Let pt. know of safety & supportive attentions of staff. ☐ Identify precipitation factors, early signs, previously helpful interventions. ☐ Assist to learn relaxation exercises. ☐ Assist to learn relaxation exercises. ☐ Avoid aspirin.	☐ Verbalizes awareness of feelings of anxiety. ☐ Reports reduced anxiety. ☐ Identifies ways to deal effectively $\bar{c}$ decision making.	
	☐ Sleep Pattern Disturbance	☐ Identify nature of sleep disturbance and variation from usual pattern. ☐ Assess what client does when awake and plan to change pattern as indicated. ☐ Identify previous bedtime rituals that were effective in promoting sleep. ☐ Reduce environmental stimuli. ☐ Increase daytime activity. ☐ Instruct in use of relaxation tapes as indicated. ☐ Give sleep medication if other interventions fail.	☐ Identifies interventions to promote sleep. ☐ Reports falling asleep within 1 hr. of retiring and sleeps 4-6 hrs. before awakening.	

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DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESOLVED
	☐ Mobility Impaired: Physical/ Self Care Deficit	☐ Provide structural opportunities to make choices of care, e.g., what to wear today, what activity to participate in. ☐ Be aware of amount of time pt. actually spends in room or bed. ☐ Assist c̄ needed self-care activities as necessary. ☐ Set progressive activity goals as necessary.	☐ Demonstrates return of activities. ☐ Increased concern/ attention to grooming and hygiene, and behaviors to direct own life. ☐ Initiates/ performs self-care and other activities independently.	
	☐ Violence potential for self harm	☐ Identify degree of risk potential for suicide. ( ) Seriousness of suicidal tendency. ( ) Gestures ( ) Threats ( ) Previous attempts ( ) Plan ( ) Presence of hallucinations or delusions ( ) Availability of means ☐ Observation q̄.____________. ☐ Provide for environmental safety. ☐ Re-evaluate potential for suicide.	☐ By discharge, patient will voluntarily comply with suicide precautions. ☐ Verbalizes a decrease/ absence of suicide thoughts.	

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DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESOLVED
	☐ Coping, ineffective individual	☐ Encourage verbalization of and assist in identification of feelings and relationship of feelings and stressors. ☐ Assist to identify need to address problem differently. ☐ Describe aspects of problem through use of therapeutic communication skills. ☐ Reinforce appropriate problem solving/coping skills. ☐ Encourage anticipatory problem solving. ☐ Assess losses that have occurred in pt.'s life. Discuss meaning for patient. ☐ Encourage to use appropriate expressions of anger. ☐ Promote discussion of ways to identify and copy c̄ feelings. ☐ Assist to recognize early symptoms of depression and plan ways to alleviate them.	☐ Patient will verbalize understanding of relationship between feelings and events. ☐ Identifies coping patterns previously used and alternative strategies by discharge.	

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GASTROINTESTINAL

Patient Name Floyd Askew Age 72

Length of stay________ DRG________ Unit ________

Duty Nurse________ Diagnosis ________

DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESLVD
	☐ Alteration in comfort	☐ Assess for pain/discomfort every _____ hours. ☐ Provide for comfort measures and document effectiveness.	☐ Expresses comfort c̄ _____ minutes p comfort measures.	
	☐ Fluid volume deficit, potential	☐ Assess electrolyte balance as per lab data and observation daily + prn. ☐ Assess hydration and record I & O q shift. ☐ Encourage oral intake when N&V absent. Start c̄ clear liquids and advance as per orders + as tol. Offer sm. amounts to 30-60 ml per hr. initially.	☐ Wt. loss no greater than ____ lbs. during hospitalization. ☐ Regain & maintain adequate fluid/electrolyte balance by D/C.	
	☐ Nutrition alteration < body requirement	☐ Keep NPO as per order until symptoms subside. ☐ Observe for + salivation, sweating, trembling, BP, P, irreg R. ☐ Observe characteristics of vomitus. ☐ Encourage and promote oral care, including brushing teeth: ☐ Give regular milk, not skimmed. ☐ Give small frequent meals of bland foods.	☐ By D/C, minimize wt. loss and establish adeq. nutritional intake.	
	☐ Activity intol. R/T persistent fatigue, lack of sleep.	☐ Provide for quiet environment decreased sensory stimuli. ☐ Provide for diversional activities that are calming.	☐ Resume normal activities s̄ fatigue prior to D/C.	

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DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESLVD
	☐ Coping, ineffective	☐ Allow time for and encourage verbalization. ☐ Encourage communication c̄ S.O. ☐ Encourage & support pt. in evaluating life style.	☐ Demonstrates acceptance of unavoidable stressful situation s̄ reactivation of gastritis/ulcer.	

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GI HEMORRHAGE

Patient Name Cecil Aimes Age 47

Length of stay ________ DRG ________ Unit ________

Duty Nurse ________ Diagnosis ________

DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESLVD
	☐ Fluid volume deficit	☐ Monitor Lab studies Hot/Hgh, occult blood. ☐ Note amount & color of any emesis ☐ Check rectal signs $\overline{q}$ _____ hrs. ☐ Provide for restful environment. ☐ Accurate I & O ☐ Monitor IV site for a. redness b. swelling ☐ Assess for S&S of shock, i.e., weakness, diaphoresis, BP, tachycardia, tachypnea, cold, clammy skin ☐ Check bowel signs $\overline{q}$ 8 hrs. ☐ Observe for melena. ☐ Report restlessness, undue apprehension or confusion. ☐ Report BP 30 MM mercury lower than normal for pt. Pulse 110. ☐ Monitor urine output. Observe for signs of shock, renal shutdown.	☐ Circulating blood volume is maintained.	
	☐ Potential altered tissue perfusion R/T blood volume	☐ Evaluate dyspnea, restlessness, vital signs. ☐ Observe for abrupt, pallor, pain. ☐ Assess ABD's.	☐ Throughout hospitalization skin color WNL for pt.	

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DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESLVD
	☐ Activity intolerance	☐ Maintain quiet environment. ☐ Encourage planned rest periods. ☐ Avoid stress producing activities. ☐ Administer analgesics and/or sedatives as ordered	☐ Verbalize return of energy level within normal limits for pt by D/C.	
	☐ Fear R/T disease process.	☐ Allow time for pt. to express fears, anxieties. ☐ Explain procedures to pts.	☐ Verbalize reduction in anxiety.	
	☐ Altered mucous membrane R/T N/G tube	☐ Provide oral hygiene $\overline{q}$ ______ hrs. ☐ ______________________ ______________________	☐ Oral mucous pink, moist, $\overline{s}$ ulceration while N/G in place.	
	☐ Altered thought process: confusion R/T cerebral flow, sensory overload	☐ Observe for restlessness, temp, pulse. ☐ Speak in calm voice, use reality orientation, touch.	☐ Alert and oriented to person, place, and time, throughout hospitalization	
	☐ Knowledge deficit R/T disease process	☐ ______________________ ______________________ ☐ ______________________ ______________________ ☐ ______________________ ______________________ ☐ ______________________ ______________________	☐ Prior to D/C: ( ) explain disease process ( ) medication regime ( ) selects appropriate food from menu ( ) names ( ) actions, doses of meds	

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NEOPLASTIC DISORDER

Patient Name Mary Alice Miller Age 49

Length of stay ____ DRG ____ Unit ____

Duty Nurse ____ Diagnosis ____

DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESLVD
	☐ Oral mucous membranes, repaired	☐ Assess status of oral mucous q shift. ☐ Oral hygiene q̄ ____ hours. ☐ Clean c̄ non-abrasive, cleansing agents, i.e., soft toothbrushes, lemon gluceine swabs. ☐ Hydrogen Peroxide mouthwash diluted 3:1. ☐ Offer cool foods and fluids. ☐ Discourage smoking & alcohol. ☐ Avoid aspirin.	☐ Throughout hospitalization expected side effects are minimized.	
	☐ Fluid Volume Deficit	☐ Monitor lytes and nutritional status. ☐ Monitor wt. status. ☐ Offer soft, bland foods in frequent small feedings. ☐ Serve high protein, high calcium and calorie diet. ☐ Maintain fluid intake to 3000 ml/daily if not contraindicated.	☐ Throughout hospitalization adequate hydration will be maintained.	
	☐ Tissue perfusion altered	☐ Monitor lab results, particularly leukocytes, erythrocytes, platelets. ☐ Observe for bleeding tendencies, i.e., petechiae, ecchmoysis, epistaxis, bloody stools. ☐ Apply pressure for 1 full minute to injected sites.	☐ Throughout hospitalization no evidence of bleeding.	

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DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESLVD
	☐ Infection, risk.	☐ Monitor vital signs $\overline{q}$ _____ hrs. ☐ Stress importance of cleanliness and good hand washing. ☐ Stress importance of avoiding people $\overline{c}$ infections. ☐ Reverse isolation if necessary. ☐ IV site will be observed for patency and possible complications $\overline{q}$ _____ hrs.	☐ Throughout hospitalization no evidence of infection.	
	☐ Fear R/T disease process	☐ Allow time for pt. to express concerns. ☐ Refer to support group if available. ☐ Assist pt. in recognizing fears and in developing effective methods of coping with those fears.	☐ By D/C pt. will verbalize fears and begin to deal with them effectively.	
	☐ Bowel elimination alteration ( ) constipation ( ) diarrhea	☐ Assess character and frequency of stool. ☐ Monitor I&O & weight. ☐ Adjust diet as appropriate. ☐ Encourage increased fluid intake. ☐ Evaluate effectiveness of drug therapy.	☐ By D/C, bowel pattern will return WNL for pt.	
	☐ ________ ________ ________	☐ ______________________ ______________________ ☐ ______________________ ______________________ ☐ ______________________ ______________________ ☐ ______________________ ______________________	☐ ________ ________ ________	

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RESPIRATORY

Patient Name Mick Classen Age 36

Length of stay ____ DRG ____ Unit ____

Duty Nurse ____ Diagnosis ____

DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESLVD
	☐ Ineffective breathing pattern R/T pain, fatigue ☐ Airway clearance impaired	☐ Assist in frequent coughs + deep breathing exercises. ☐ Assess respiratory movements. ☐ Demonstrate effective coughing, splint chest for comfort. ☐ Teach necessity of raising secretions. ☐ Observe IV site for redness. ☐ ____	☐ Throughout hospitalization respiratory rate rhythm and depth WNL for pt. ☐ Adequate expectoration of secretions from airways	
	☐ Gas exchange impaired	☐ Monitor vital signs $\overline{q}$ ____ hrs. ☐ Encourage fluids ____ cc $\overline{q}$ ____ hours. ☐ Maintain bedrest until temperature returns to normal. ☐ ____ ☐ ____	☐ Improved ventilation, adequate oxygenation of tissues by d/c.	
	☐ Fluid volume deficit R/T decrease fluid intake	☐ Assess for favorite beverages (within diet) and give until adequate hydration is maintained ☐ ____ ☐ ____	☐ Consumes at least ____ cc of fluid $\overline{q}$ 24 hours	

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PATIENT WITH STD

Patient Name Tommy Jacobs Age 32

Length of stay ____________ DRG ____________ Unit ________

Duty Nurse ____________ Diagnosis ____________

DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESLVD
	☐ Impairment of skin integrity R/T infection and inflammatory process.	☐ Check for discharge/lesions. ☐ Note any change. ☐ Provide perineal care prn. ☐ Monitor temp. $\overline{q}$ 4hrs. ☐ Observe IM/IV sites for secondary irritation or infection.	☐ Skin integrity is maintained and healing occurs w/o untoward incidence. ☐ Return demonstrates perineal care 24 hrs. after admission.	
	☐ Urinary elimination altered; retention R/T pain/ inflammatory process.	☐ Assess for bladder distention $\overline{q}$ ____ hrs. ☐ I & O ____________ ____________ ____________	☐ Voids at least 240 ml $\overline{q}$ shift.	
	☐ Alterations in comfort, R/T inflammation, itching, open sores, involvement of pelvic organs.	☐ Assess for pain $\overline{q}$ ______ hrs. ☐ Administer Analgesics as order. ☐ Sitz baths/ Peri-light TID for genital pain. ☐ Document effectiveness of pain medication.	☐ Express comfort within _____ minutes after initiation of comfort measures.	

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DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESLVD
	☐ Knowledge deficit regarding signs of complications, prevention, future implications.	☐ Instruct Patient and S.O. ☐ Abstain from intercourse until asymptomatic and/or cultures are negative. ☐ Explain etiology mode of transportation, signs of complications. ☐ Instruct patient regarding perineal care. ☐ Emphasize the importance of: 1. Completing antibiotic regimen 2. Having sexual partner evaluated/treated 3. Seeking early medical attention for symptoms of STD to decrease chance of extensive involvement	☐ Patient will verbalize before discharge home/follow up care including: medication, symptoms of complications of STD and preventing reinfection.	

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SURGICAL

Patient Name Kevin White Age 9

Length of stay __________ DRG __________ Unit __________

Duty Nurse __________ Diagnosis __________

DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESLVD
	Pre-op ☐ Knowledge deficit - process of surgery & p.o. period	☐ Inform about pre and post procedures. ☐ Instruct pt. on breathing, coughing, leg exercises. ☐ Allow time for pt. to verbalize concerns. ☐ __________ ☐ __________	☐ Verbalize decreased anxiety within _____ hrs. ☐ Expresses feelings of comfort and lessened anxiety prior to anesthesia	
	Post-op ☐ Injury: potential for physical, R/T effects of anesthesia	☐ Stabilize pt. during Transfer ☐ Secure extraneous lines ☐ Use safety belt on carrier ☐ __________	☐ No injury occurs or is minimal	
	☐ Altered tissue perfusion	☐ Monitor vital signs as per post-op routine (See S.O.C) ☐ Observe for respiratory rate, depth, use of accessory muscles, chest expansion, skin color, listen for gurgling, wheezing, crowing	☐ Within 24 hrs. or surgery, BP, P, R WNL for pt. Temp WNL	
	☐ Pain R/T tissue trauma	☐ Assess for pain $\overline{q}$ _____ hours. ☐ Reposition as surgical procedure allows ☐ Document effectiveness of pain medications. ☐ Administer pain medications 30" prior to ambulation ☐ __________	☐ Expresses comfort within _____ minutes after initiation of comfort measures	

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DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESLVD
	☐ Fluid volume deficit	☐ Measure and record all output, urine, emesis, NG, rectal, chest tube, bleeding, perspiration ☐ ____________________ ____________________	☐ During hospitalization, fluid and electrolyte balance is maintained/ restored	

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INFORMATION SHEET

DEVELOPING ORGANIZATIONAL AND MANAGEMENT SKILLS *VI*

OBJECTIVE 1

Match terms associated with developing organizational and management skills to their correct definitions.

- **Analysis** — The interpretation of a problem by organizing information and comparing it to norms or standards
- **Assessment** — Collecting all available information pertaining to the patient
- **Evaluation** — Determining if patient care goals have been met
- **Implementation** — Putting a plan of care into action
- **Nursing diagnosis** — The name of a nursing problem that can be resolved by nursing measures
- **Nursing process** — A system to assess the needs of the individual patient, develop a plan to meet those needs, implement the planned care, and evaluate nursing action
- **Objective symptom** — Any symptom that can be observed by anyone other than the patient
- **Planning** — Developing a plan of care
- **Subjective symptom** — Any symptom that is reported by the patient but is not observable
- **Team nursing** — A type of nursing care in which a group of nurses is assigned to a number of patients

OBJECTIVE 2

Arrange in order steps in the nursing process.

Step 1 — Assessment

NOTE: Assessment must continue throughout treatment

- Physical assessment
  - Skin

  - Respiration
  - Cardiovascular system
  - Gastrointestinal system
  - Urinary system
  - Reproductive system
  - Neurologic assessment
  - Musculoskeletal system
- Interviewing patients or patient families
  - Chief complaints
  - History of present illness
  - Past history
  - Family history
  - Psychosocial history
  - Activities of daily living
- Diagnostic information
  - Radiographic studies
  - Laboratory tests

Step 2 — Analysis

NOTE: The analysis is made by the RN based on the physician's orders and data from the assessment.

- Compile client information and compare it to norms.
- Ascertain health problems by interpreting data.
- Make nursing diagnosis.
  - Current client situation
  - Possible causes

Step 3 — Planning

- Set priorities.
  - Basic physical needs
  - Safety needs
  - Psychological needs for frightened or lonely patients
  - Patient self-esteem
- Set client goals.
- Outline nursing care to achieve goals.
- Put the nursing plan in writing.

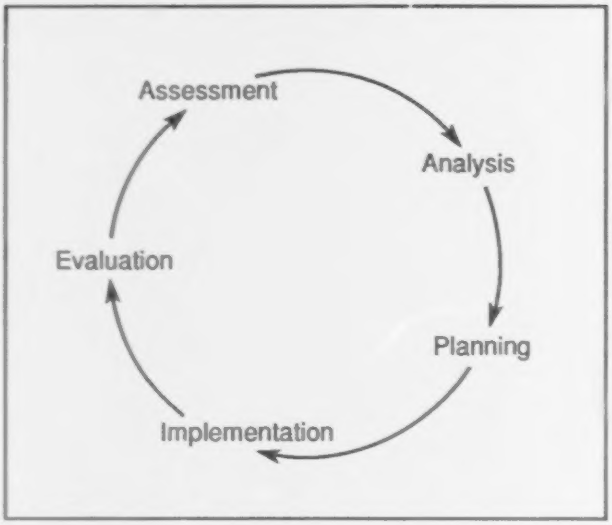
NOTE: See Supplement 1.

Step 4 — Implementation

- Nursing staff follows physician's orders and nursing care plan.
- Nursing staff follows hospital policy.
- Continuing observation and nursing plan revisions reflect changes in the patient's status.

Step 5 — Evaluation

- Evaluation is not the final step, but is a continuing part of the nursing process.
- Evaluation is based on reassessment compared to client goals.



OBJECTIVE 3

Discuss the role of the LPN as a team leader.

NOTE: The team leader is usually an RN, but it might be an LPN with special experience or training.

Plans patient care

- Receives, interprets, and coordinates information in verbal and written reports concerning patient care

  NOTE: The nurse may want to research or review textbooks on disorders and diseases to supplement reports.

- Discusses patient care with physicians, nursing staff, and other health care team members to plan patient care program
- Contributes to the development of the nursing care plan for each individual patient
- Makes nursing rounds to evaluate and assess patients' needs

Implements patient care

- Coordinates with other departments
- Assigns staff in terms of patient needs and staff level of knowledge and skills
- Seeks guidance when problems are beyond limits of knowledge and skill
- Prepares written and verbal reports concerning patient care and communicates these reports to other staff
- Makes rounds with physicians and assists with examinations and treatments
- Provides for patient and family teaching and for discharge planning

Coordinates staff activities

- Serves as a role model for staff members
- Assigns duties
- Provides opportunities for staff members to learn new skills
- Schedules staff activities

Uses leadership skills in the management of staff.

- Manages conflicts
- Fosters positive and effective communication
- Relays management decisions and policies to staff
- Evaluates staff performance

OBJECTIVE 4 **Select from a list characteristics of an effective team leader.**

- Is knowledgeable, skilled, and experienced in the nursing profession

- Is professional in appearance, attitude, and philosophy
- Shows concern for others and wants others to achieve and grow in the nursing profession
- Is able to make decisions based on careful and complete analysis of all facts, and is able to use good judgment in carrying out decisions
- Is creative in planning new approaches, and takes the initiative to carry them out
- Is organized in determining priorities and in planning effective actions for the unit
- Is aware of the total environment that influences the planning of patient care, the unit's effectiveness, and the problems of individual team members
- Possesses good physical and emotional health
- Is flexible in coping with change
- Is able to discipline and provide structure for team members

OBJECTIVE 5

Distinguish among management styles.

Autocratic

- Manager is demanding and exhibits a high degree of control.
- Manager uses negative motivation in dealing with employees.
- Manager believes that employees are ineffective and incapable of self-direction.

Participative (Democratic)

- Manager is humanistic and exhibits attitude that employees are self-directed and responsible.
- Manager uses positive motivation in dealing with employees.
- Manager believes that employees should take part in making decisions and accepting responsibilities.

Situational (Independent)

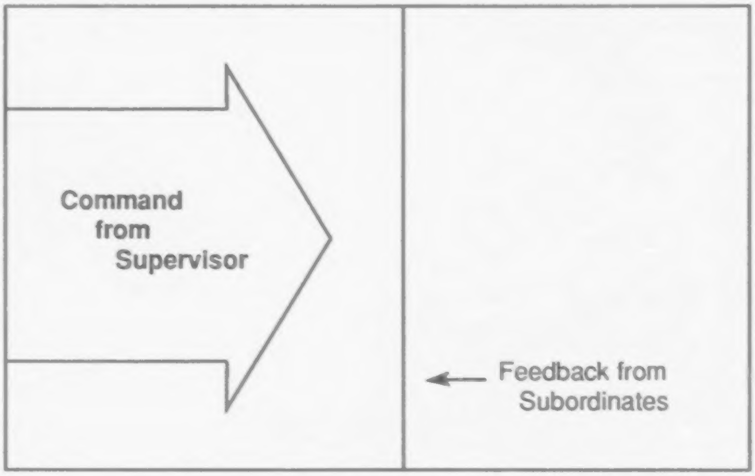
- Manager believes that each situation is different and requires different leadership styles.
- Manager uses different styles based on situations and employees.

OBJECTIVE 6

Label delegation techniques used with each management style.

Autocratic

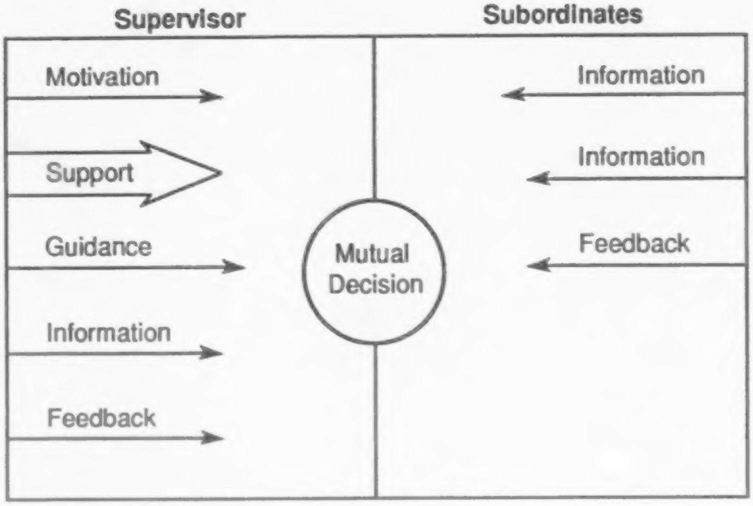
- Supervisor gives commands to subordinates.
- Little or no feedback is allowed from subordinates to supervisors.



Autocratic

Participative

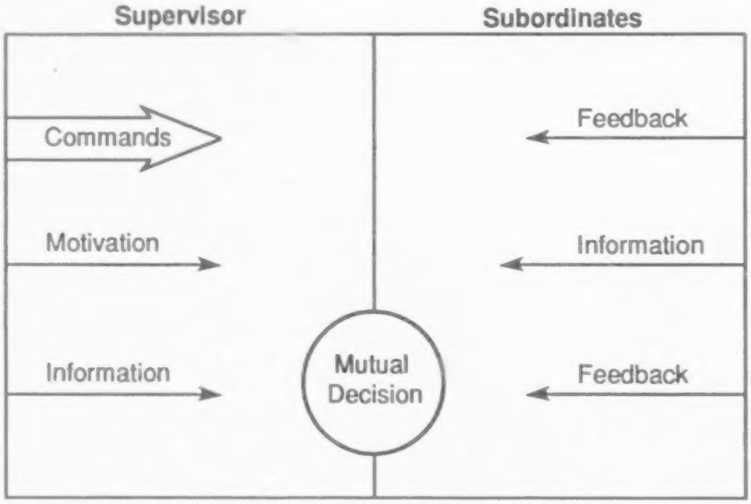
- Supervisor offers support and motivation
- Subordinate provides opinions and information
- Decisions are made jointly


Supervisor
Subordinates
Motivation
Support
Guidance
Information
Feedback
Mutual Decision
Information
Information
Feedback

Participative

Situational

- Combines autocratic and participative, depending on the situation


Supervisor
Subordinates
Commands
Motivation
Information
Mutual Decision
Feedback
Information
Feedback

Situational

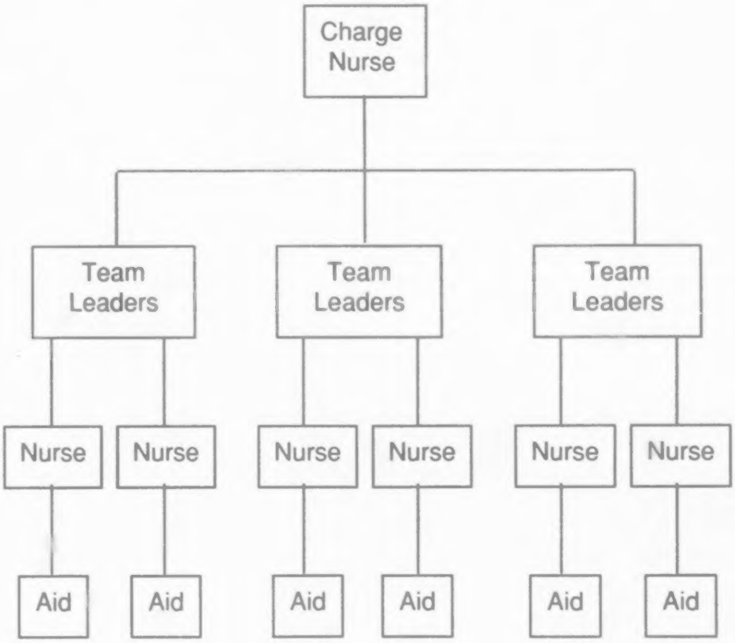
OBJECTIVE 7

Choose the word or phrase that completes statements about the chain of command and characteristics of leader/team member relationships.

- **Chain of command**

  NOTE: There are other arrangements of staff. This is one example of the chain of command, but it will vary with the facility, system of patient care, and organization system. Other professionals could be added.

  - The structure of staff duties and responsibilities
  - Provides clear lines of leadership, decision-making, and responsibility


Charge Nurse
Team Leaders
Team Leaders
Team Leaders
Nurse
Nurse
Nurse
Nurse
Nurse
Nurse
Aid
Aid
Aid
Aid
Aid
Aid

- **Characteristics of effective leader/team member relationships**
  - Clear, constructive communication
  - Flexibility to adjust to patient load demands
  - Trust and cooperation among members
- **Characteristics of ineffective relationships**
  - Poor or unclear communication
  - Lack of cooperation
  - Lack of trust among members
  - Individual team members "protecting" themselves, gossiping, or other destructive activities

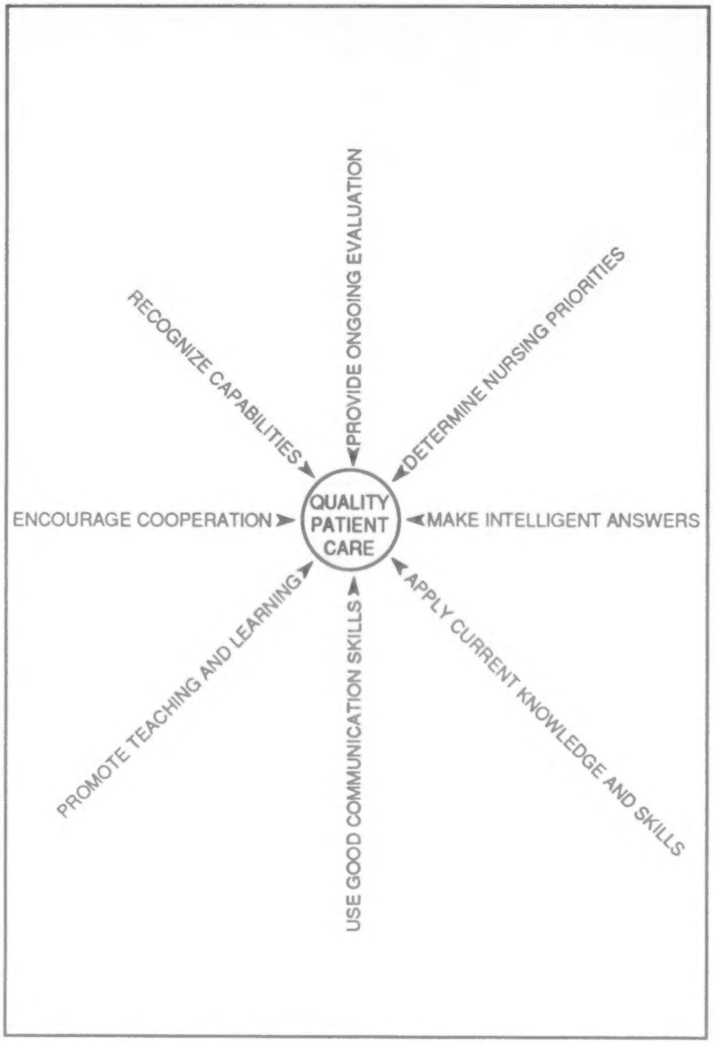
OBJECTIVE 8

Select from a list characteristics of effective team members.

NOTE: Being an effective team member is a critical part of nursing, of any career, and of any relationship.

- Reliable
  - Attendance
  - Fulfilling duties
- Flexible
  - Willingness to change job duties
  - Willingness to change plans
- Motivated
  - Offers creative suggestions
  - Assumes leadership

- Competent
  - Knowledge of subject matter
  - Quality of work
- Participation
  - Understanding of project usefulness
  - Technical knowledge
- Professional
  - Appearance
  - Personal relationship with team members
  - Concern for quality of work
  - Appropriate behavior
- Proactive
- Ethical
  - Honest
  - Moral
  - Trustworthy
- Positive
  - Supportive
  - Cooperative
  - Pleasant
  - Approachable
  - Supports goals of the organization


QUALITY PATIENT CARE
PROVIDE ONGOING EVALUATION
DETERMINE NURSING PRIORITIES
MAKE INTELLIGENT ANSWERS
APPLY CURRENT KNOWLEDGE AND SKILLS
USE GOOD COMMUNICATION SKILLS
PROMOTE TEACHING AND LEARNING
ENCOURAGE COOPERATION
RECOGNIZE CAPABILITIES

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OBJECTIVE 9

Select from a list the goals of evaluation.

- Strengthens communication
- Recognizes strengths of the staff
- Clarifies misunderstandings
- Sets common goals
- Identifies concerns, needs, or weaknesses

OBJECTIVE 10

Choose the word or phrase that completes statements about evaluation techniques.

Evaluations can be as pleasant or unpleasant as people make them. There are techniques to make them productive.

- Use good communication skills. Listen. Ask clarifying questions. Let the other person know you see and understand his or her point of view.
- Begin the evaluation with a positive attitude.
- Keep in mind that the goal is to improve the work situation for you, your patients, and your co-workers.
- Understand that some of the discussion may be negative or personal. Consider the point of view of your co-workers. Do not try to blame others or give excuses.
- Keep your thoughts on the future. Instead of defending past actions, concentrate on and discuss ways to improve future work.
- Be honest. If a problem exists, discuss it openly.
- Before ending the evaluation agree on a plan for improvement. Set dates for changes and re-evaluation. Put the agreement in writing.

OBJECTIVE 11

Complete statements about giving and receiving end-of-shift reports.

Giving report

- Collect important information beforehand.
- Start on time.
- Speak clearly; do not mumble, eat, or drink while giving the report.
- Start each report with date and shift, and end each report with your name and title if using a recorder.

  NOTE: If using a recorder, you will need to provide a quick update before leaving the floor.
- Begin each patient report with patient's name, patient's age, physician's name, and primary diagnosis or treatment.
- Move systematically from top to bottom of the Kardex to make sure that you do not miss any important information.
- Give summaries of current problems and give solutions if possible, but restrict your personal opinions.
- Report pertinent diagnostic tests and treatments.
- Provide notes, cards, requisitions, or other items the next shift will need to provide patient care.

Receiving reports

- Take notes of things to check as you make rounds, make assignments, or check charts.
- Visualize the patient as the information is being presented.
- Listen carefully for any new information.
- Ask questions to ensure that you have all the pertinent information on the patient.

OBJECTIVE 12

State guidelines for transcribing doctors' orders.

- Always transcribe orders accurately.
- Question any orders that do not seem logical or correct.
- Always print or write legibly.
- Use only standard abbreviations.
- Transcribe orders in a logical sequence; do not skip over orders, thinking you will do them later.
- Follow facility procedures for verifying transcriptions.

  NOTE: Usually, two people check the doctor's orders to be sure the transcription is accurate.

- Sign, date, and note time for each set of transcribed orders.

THE EFFECTIVE TEAM MEMBER IS . . .

Reliable

Flexible

Shows initiative

Competent

Experienced

Ethical

Professional and

Has a positive attitude

PATIENT CARE PLAN

Length of stay ______________________ DRG ______________________ Unit __________

Duty Nurse ______________________ Diagnosis ______________________

DATE	PROBLEM	NURSING ACTIONS/DISCHARGE PLANNING	OUTCOME	DATE RESOLVED

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Care Plan
(Front Sheet)

CARE PLAN

Goal: ____________________

DATE	PROBLEMS and NEEDS	APPROACH
	DISCHARGE GOALS:	

Age	Birth Date	SMDW	Religion	Profession	Adm. Date

ROOM	NAME	DIAGNOSIS	DOCTOR

577

Care Plan
(Inside Folded Sheet)

DIET:

NOURISHMENT OR SPECIAL FEEDING

INTAKE

OUTPUT

ACTIVITIES:
- ____Complete bed rest
- ____Bed rest
- ____Bathroom privileges
- ____Up ad lib

BATH:
- ____Bathe patient
- ____Partial
- ____Bathe Self
- ____Tub
- ____Shower

TRAVEL:
- ____Wheelchair
- ____Stretcher
- ____Ambulatory

POSITION:

SIDERAILS:
- ____Constantly
- ____Nights only
- ____Siderail Release

OXYGEN:
- ____Liters per minute
- ____PRN ____Constantly
- ____Tent ____Catheter
- ____Mask ____Cannula

SPECIAL EQUIPMENT:

PROSTHESIS:
- ____Dentures
- ____Eye
- ____Contact Lens
- ____Limb

ALLERGIES:

SPECIAL PRIVILEGES:

WEIGHT

TEMP. TIMES ____ORAL

____RECTAL

____ ____ ____AX

DATE	TREATMENTS
PRN	

ROOM NAME DIAGNOSIS DOCTOR

ASSIGNMENT SHEET 1

DEVELOPING ORGANIZATIONAL AND MANAGEMENT SKILLS VI

NAME ______________________________ SCORE ________

OBJECTIVE 13

Coordinate patient care as a team leader.

INTRODUCTION

As an LPN, you may be asked to assume the role of team leader in the facility in which you are employed. As a team leader you will be asked to coordinate your staff, assist in patient care, contribute to the development of care plans, give patient reports, give medications, perform treatments, and maintain IVs. As you can see, being a team leader is a very responsible and comprehensive job. The team leader must be very efficient in planning for the patient's care and must utilize his or her staff efficiently. In planning patient care you must consider the patient census, patient's condition, the number of staff assigned, and the staff's level of knowledge and skills.

DIRECTIONS

Reading Comprehension Skills
- Gain factual information
- Draw conclusions
- React to written material

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

Cognitive Activity Skills
- Collect/record information
- Identify critical elements/issues

This assignment sheet will help you learn to coordinate patient care by asking you to make assignments for the nursing staff. As team leader on 3 West, you have been assigned two nursing assistants and have ten patients to care for. Megan Morris has just completed the nursing assistant program and Jon Rodgers has worked in the hospital for three years and has a great deal of experience with medical-surgical patients.

Using the care plans provided by your instructor and the assignment sheets on the following pages, plan care for the ten patients in your charge. As a team leader, you will be responsible for medications, performing treatments, and maintaining IVs. Use information in the "Nursing Actions/Discharge Planning" to determine the amount of care each patient needs and the skill level needed to provide it. Also take into consideration the age of the patient or other factors affecting care. You arrive at the hospital at 6:45 a.m. to make the assignments for your 7-3 shift.

Fill out the following forms.

BEST COPY AVAILABLE

- Analyze/synthesize information
- Draw conclusions
- Transfer knowledge/ training to new situations
- Develop an action plan

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Develop good work habits/attitudes
- Develop self confidence/esteem
- Develop effective leadership

Functional Social Studies Skills

- Practice good work ethics

Basic Skills (continued)

Diagnosis ________________

Assignment Sheet

Rm	Pt	Activities	Special Instructions
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		

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Assignment Sheet

Rm	Pt	Activities	Special Instructions
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		

BEST COPY AVAILABLE

Diagnosis________________

Assignment Sheet

Rm	Pt	Activities	Special Instructions
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		

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Assignment Sheet

Rm	Pt	Activities	Special Instructions
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		

Diagnosis ____________

Assignment Sheet

Rm	Pt	Activities	Special Instructions
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		

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Assignment Sheet

Rm	Pt	Activities	Special Instructions
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		

Diagnosis ____________________

Assignment Sheet

Rm	Pt	Activities	Special Instructions
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		

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Assignment Sheet

Rm	Pt	Activities	Special Instructions
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		

Diagnosis ____________________

Assignment Sheet

Rm	Pt	Activities	Special Instructions
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		

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Assignment Sheet

Rm	Pt	Activities	Special Instructions
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		
Rm	Pt		
Bath	T P R B/P		

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 1

Skill development for:
READING SKILLS
WRITING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS
SOCIAL STUDIES SKILLS

- Introduce assignment by asking students to consider what kind of management style they prefer. They will have a chance to practice it in this assignment.

- Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  - Gain factual information
  - Draw conclusions
  - React to written material
  - Follow written instructions

  WRITING SKILLS

  - Complete forms and records

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  - Collect/record information
  - Identify critical elements/issues
  - Analyze/synthesize information
  - Draw conclusions
  - Transfer knowledge/training to new situations
  - Develop an action plan

EMPLOYABILITY SKILLS

- Master specific job task/procedure
- Develop good work habits/attitudes
- Develop self confidence/esteem
- Develop effective leadership

SOCIAL STUDIES SKILLS

- Practice good work ethics

- Remind students to carefully read and follow instructions.
- Review assignment sheet with students, making sure they understand all abbreviations.
- If students have difficulty completing the assignment sheet, the teacher may want to help them get started by explaining what s/he would do. Or, students can work in small groups of about 3 and share ideas. If the teacher prefers that students work independently, they can begin in groups and continue independently after completing a few assignments with the group.
- In making assignments, remind students to consider the differences in experience between the two assistants. They may also want to consider how they would feel going into that particular setting as an inexperienced LPN.
- After students have completed their assignment sheets, ask them to explain the reasons they made particular assignments to the two assistants. This activity may be continued in small groups if students are interested.
- Have students analyze the managerial style their assignments reveal. They may want to work with partners or in groups to do this.
- If students need more practice in making assignments for the nursing staff, create new situations for them. Or, let students, working in groups, create the situations, then plan the care, giving their reasons for making particular assignments.

- If students have difficulty with the Creative Thinking/Problem Solving Skills, have them physically sort the patient care plans into two stacks. The care plans for patients whose conditions indicate they might benefit from a more experienced nursing assistant should be placed in one stack and the other stack should contain care plans for patients who might need more routine care. This method would help students identify the critical elements, analyze/synthesize information, and draw conclusions about the assignments for each nursing assistant. If this method is used, ask students:
    - If the less experienced nursing assistant is always given the routine care patients, how will he/she grow and eventually be able to provide care for more critical patients?
    - What type of on-the-job training experiences should be provided for him/her?
- To help students transfer knowledge to new situations, ask them how they would prefer their supervisors to provide them with on-the-job training experiences after they complete the program and are hired.
- If students have difficulty with the writing skills, remind them that accuracy and legibility are very important when completing forms and writing instructions that others must read and follow. Slowing down sometimes helps improve penmanship and accuracy.

NAME ______________________ SCORE ________

OBJECTIVE 14 **Use evaluation techniques.**

INTRODUCTION

Performance evaluations make most people uncomfortable. The pressure of raises the employee may or may not get, the pleasure or displeasure of the boss, and discussion of difficult topics scares both employees and supervisors. Yet, the evaluation is an opportunity to coordinate goals, recognize strengths, and "clear the air." A skilled supervisor can focus on the strengths of the evaluation process so all parties can benefit from it.

DIRECTIONS

Evaluation is part of everything we do, in any job or assignment. The more experience you have in being evaluated and in evaluating, the more comfortable and effective you can be. Read the story below, then complete the evaluation form.

Reading Comprehension Skills
- Gain factual information
- Draw conclusions
- React to written material

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

Operation and Calculation Skills
- Calculate with whole numbers

Cognitive Activity Skills
- Collect/record information

Sue Bell has been a nurse for six years. She has been working for Dr. Karen Weiss, a pediatrician, for six months. She arrived at work at 8:10, ten minutes late. "Sorry I'm late," she told Lois, the other nurse. She knew Lois was mad at her again, so Sue went to the break room and fixed herself a cup of coffee. When patients began arriving, Sue left the break room.

Her first patient was Matt Stock. He came every Wednesday so Dr. Weiss could track his recovery from recent surgery. "Hey Matt! How'd your soccer team do this weekend?" "They lost again," he answered gloomily. "Well, next year you'll play again, and boy, that'll be a great season!" As she checked his vital signs, they continued the discussion and he promised her tickets to his first championship game.

Her next patient was a newborn checkup. The mother was only seventeen and was unsure of what to do. Sue explained Dr. Weiss's preferred immunization schedule and care instructions. She showed the mother how to take temperatures and gave her a pamphlet on child development. "There's so much. I thought this would be easy," the mother replied. "Kids are a lot of work. You look tired," Sue answered. The mother looked at the baby and nodded. Sue gave her the name and phone number of a local organization that helps teenage mothers. She also made a note in the patient file.

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- Identify critical elements/issues
- Draw conclusions
- Evaluate results/ outcomes

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Develop effective leadership

Functional Social Studies Skills
- Practice good work ethics

When she left the examination room, Lois asked if she had seen the file for Matt Stock. "He was just here. Oh yes, when he left, I picked it up and, oh, I left it with the newborn pamphlets. Sorry about that."

The next patient was a toddler who burned the back of her hand and wouldn't leave the sore alone. Sue cut a styrofoam cup in half and taped it to her hand, then wrapped her hand with a bandage. The toddler left singing "Transformers."

It was five minutes until her break, so Sue went to the break room.

EVALUATION FORM

EMPLOYEE NAME ____________________

DATE ____________________

JOB TITLE ____________________

DEPARTMENT ____________________

Each descriptor listed under the appraisal categories is given a numerical value. Select the term which best describes the employee's performance and place that value next to the corresponding category number on the response sheet.

Part I

1. JOB KNOWLEDGE

Fails to initiate learning of certain work phases	–2
Is able to answer most questions about job	+1
Shows understanding of all work phases	+5
Shows mastery of all work phases	+10

2. ACCURACY

Is careless	–5
Makes errors frequently	–2
Accurate most of the time	+2
Almost always accurate	+5

3. ALERTNESS

Slow to learn new skills	–2
Needs more than usual coaching/instruction	0
Receives instruction with average ability	+1
Quick to understand new skills	+5
Exceptional learning skills	+10

4. INITIATIVE

No goal setting	–5
Occasionally exhibits ambition/initiative	+1
Exhibits average goals	+2
Often offers suggestions/goals	+3
Exhibits initiative with high goals	+5

5. WORK OUTPUT

Fails to meet minimum requirements	–2
Meets minimum requirements	0
Satisfactory output	+1
Output often more than is required	+5
Superior work output	+10

6. DEPENDABILITY

Unreliable	–5
Requires more than average supervision	0
Usually reliable and prompt	+2
Requires little supervision	+5
Totally reliable	+10

7. COOPERATION

Uncooperative	–4
Assists others occasionally	+1
Cooperates with others	+2
Frequently acts as leader in assisting others	+5
Consistently acts as positive influence	+10

8. STABILITY

Gives in to pressure	–2
Becomes irritated easily	–1
Usually remains calm	+2
Performs well under pressure	+3
Consistently remains poised	+6

9. FRIENDLINESS

Is distant and removed from others	-2
Often has changing moods	–1
Is usually approachable	0
Friendly to others	+2
Reaches out to others	+3
Is overt and sociable	+5

10. COURTESY

Is rude	-5
Is tactless	–3
Is pleasant	+2
Is polite and willing to help	+3
Is extremely helpful and pleasant	+6

11. PERSONAL APPEARANCE

Dresses inappropriately	–1
Occasionally sloppy in appearance	0
Appropriately dressed	+3

12. PHYSICAL FITNESS

Frequent health problems inhibit performance	0
More than average number of illness days	0
Meets job's physical requirements	+2
Performance never inhibited by health problems	+6

13. ATTENDANCE

Absences are excessive	–5
More than average absences	–2
Rarely absent	+4
Perfect attendance	+6

14. TARDINESS

Has excessive tardies	-5
Has above average tardies	-2
Is usually on time	+2
Is rarely late	+4
Is never late	+6

15. HOUSEKEEPING

Is disorganized and careless	0
Is sometimes messy	0
Is usually neat	+1
Is always neat	+3
Is exceptionally organized and neat	+4

16. OVERALL EVALUATION (Check one)

Below Average______ Average______
Above Average______ Outstanding______

Part 2

Tally the scores by placing the value you assigned each category in the corresponding column.

Category	Evaluator	Employee
1. Job Knowledge	______	______
2. Accuracy	______	______
3. Alertness	______	______
4. Initiative	______	______
5. Work Output	______	______
6. Dependability	______	______
7. Cooperation	______	______
8. Stability	______	______
9. Friendliness	______	______
10. Courtesy	______	______
11. Personal Appearance	______	______
12. Physical Fitness	______	______
13. Attendance	______	______
14. Tardiness	______	______
15. Housekeeping	______	______
TOTAL POINTS	______	______

EVALUATOR'S COMMENTS

____

____

____

EMPLOYEE'S COMMENTS

____

____

____

HAVE PREVIOUSLY SET GOALS BEEN MET?

YES______ NO______

HAVE NEW GOALS BEEN ESTABLISHED?

YES______ NO______

EVALUATOR'S SIGNATURE______________________________

DATE______________________________

EMPLOYEE'S SIGNATURE______________________________

DATE______________________________

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 2

Skill development for:	READING SKILLS WRITING SKILLS MATH SKILLS CREATIVE THINKING/PROBLEM SOLVING SKILLS EMPLOYABILITY SKILLS SOCIAL STUDIES SKILLS

- Introduce assignment by asking students if they have ever been evaluated on a job. Ask them to tell how they felt about the evaluation. Was it a fair evaluation? How was it used? etc.

- Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  — Gain factual information

  — Draw conclusions

  — React to written material

  — Follow written instructions

  WRITING SKILLS

  — Complete forms and records

  MATH SKILLS

  — Calculate with whole numbers

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  — Collect/record information

  — Identify critical elements/issues

  — Draw conclusions

  — Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Master specific job task/procedure
- Develop effective leadership

SOCIAL STUDIES SKILLS

- Practice good work ethics

- Remind students to read the information about the nurse they are to evaluate carefully, noting her strengths and weaknesses, then follow directions on the rating sheet.
- Tell students to double check their math calculations. They may want to use a calculator or have a partner check the figures.
- After students have completed the evaluation form, they may want to role play a situation between the evaluator, Dr. Karen Weiss, and the employee, Nurse Bell. As part of the role play, Nurse Bell can fill out a self-evaluation and calculate the totals, placing them on the appropriate page next to the evaluator's totals. Then, Nurse Bell can make written comments in the appropriate section of the form and she and the evaluator can air their feelings.
- Students can reverse roles and role play the above situation again.
- Compare totals that various students gave the employee and have them explain reasons for their ratings. Ask students to consider the nurse's skill in accomplishing the job effectively and her attention/inattention to some details.
- Ask students how they feel about the evaluation form. Is it fair? How does it compare with other evaluation forms they may have been rated on? Is there something they would like to change?
- If students want more practice, let them create other situations to role play.

- If students have difficulty with the Creative Thinking/Problem Solving Skills used to complete the evaluation, ask them to write the specific incident mentioned in the scenario that they based their choices on. In real life situations, evaluators should be able to identify situations and/or examples to illustrate their evaluation choices. Also, have students write or describe the behavior they would prefer in an *evaluator*.

ASSIGNMENT SHEET 3

DEVELOPING ORGANIZATIONAL AND MANAGEMENT SKILLS

VI

NAME ______________________________ SCORE ________

OBJECTIVE 15 **Verify transcribed orders.**

INTRODUCTION

In some facilities, a designated person is responsible for transcribing orders. Even though a unit clerk or ward secretary might be that person, it is the nurse's responsibility to check these orders carefully before they are carried out.

DIRECTIONS

In this assignment sheet you are to verify physician's orders. The physician's orders have been transcribed on the following forms. Check that the transcribed orders are correct and that all necessary forms are present. Circle errors and write in the correct entry. List any forms that are missing.

Hand in the completed assignment to the instructor for evaluation.

Reading Comprehension Skills
- Gain factual information

Functional Reading Skills
- Interpret forms and records
- Interpret abbreviations/acronyms

Composition Skills
- Proofread and edit

Functional Writing Skills
- Complete forms and records

Cognitive Activity Skills
- Identify critical elements/issues
- Analyze/synthesize information
- Transfer knowledge/training to new situations

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Develop good work habits/attitudes
- Develop self confidence/esteem

Basic Skills (continued)

MUNICIPAL HOSPITAL
OUR TOWN, OKLAHOMA

Jane Doe

PHYSICIAN'S ORDERS

DATE ORDERED	R. X	NO	PHYSICIAN'S ORDERS
2/14/91		1	Soft bland diet
		2	CBC, UA, SMA-18 - all now
		3	Upper GI Series in AM
		4	IV Fluids A) 1000 cc D5W c̄ 20 mEq KCl @ 8°
			B) 500 cc NS @ 8° rate
noted R. Nurse RN			C) 1000 cc D5W c̄ 20 mEq KCl @ 8° rate
2/4/91	1025 AM		infuse until DC'd
		5	Tagamet 300°mg P.O. QID 30 min. AC + HS.
		6	Maalox Chewables #2 PRN indigestion
		7	BRP
			Dr. L.D. Carter
2/15/91		1	Advance diet to ulcer diet
		2	Stools for Hemocult
		3	Change IV to 1000 cc D5W c̄ 20 KCl
noted 2/15/91			over the next 24 hours then D.C.
R. Nurse RN			Dr. L.D. Carter
2/15/91 2 pm			

CHART COPY * Authorization if given for the dispensing and administering of the same medication or of one identical in strength, dosage form and content of active therapeutic ingredients unless column is checked opposite the drug name in the RX column.

ASSIGNMENT
SHEET 3

(Cut here)

DIET: ~~2/14/91~~ 2/15/91
~~Soft~~
Ulcer

NOURISHMENT OR SPECIAL FEEDING

INTAKE

OUTPUT
2/15/91 Stool For Hemocult

ACTIVITIES:
____ Complete bed rest
____ Bed rest
_✓_ Bathroom privileges
____ Up ad lib

BATH:
____ Bathe patient
____ Partial
_✓_ Bathe self
_✓_ Tub
_✓_ Shower

TRAVEL:
_✓_ Wheelchair
____ Stretcher
____ Ambulatory

POSITION:

SIDERAILS:
_✓_ Constantly
____ Nights only
____ Siderail Release

OXYGEN:
____ Liters per minute
____ PRN
____ Tent
____ Mask
____ Constantly
____ Catheter
____ Cannula

SPECIAL EQUIPMENT:
2/14/91 UGI Series in AM

PROSTHESIS:
____ Dentures
____ Eye
____ Contact Lens
____ Limb

ALLERGIES:

SPECIAL PRIVILEGES:

WEIGHT ____

TEMP. ____ **TIMES** ____ ____ ORAL ____ RECTAL ____ AUX.

(Fold here)

DATE	TREATMENTS
2/14/91	Tagamet 30 mg. PO. QID 30 min. AC c̄ H.S.
IV	Fluids 2/14/91
	A) 1000cc D5W c̄ 40 mEq KCl at 8° rate
	B) 500cc NS @ 8° rate
	C) 1000cc D5W c̄ 20 mEq KCl @ 8° rate
2/14/91.	D5W 1000cc c̄ 20 mEq KCl over the next 24 hours then DC
PRN	
2/14/91	Maalox Chewables 2 tabs PRN indegestion

ROOM **NAME** Doe, Jane **DIAGNOSIS** **DOCTOR** LD Carter

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**ASSIGNMENT
SHEET 3**

ALLERGIES ______________________

ADDRESSOGRAPH
Doe, Jane

ROUTINE MEDICATIONS

DATE ORDERED	MEDICATION & ROUTE	DOSE FREQUENCY	TIMES TO GIVE	DATE						
2/14/91	Lagamet 30mg		7-3							
RENEW	P.O. QID 3mic. AC.		3-11							
	+ H.S. 7-11-4-9		11-7							
			7-3							
			3-11							
			11-7							
			7-3							
			3-11							
			11-7							
			7-3							
			3-11							
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			11-7							
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			11-7							
			7-3							
			3-11							
			11-7							
			7-3							
			3-11							
			11-7							

ROOM	NAME Doe, Jane	DOCTOR J D Carter

SINGLE-ORDER MEDICINES				PRN MEDICATIONS RECORD ON NURSES NOTES IMMEDIATELY AFTER GIVING		
DATE ORDERED	MEDICATION-INSTRUCTIONS	WHEN TO GIVE	NURSE GIVING	DATE ORDERED	MEDICATION-HOW OFTEN-PURPOSE	RENEWAL DATE
				2/14/91	Maalox Chewables 2 tabs	
					PRN indegestion	

ROOM
NAME Doe, Jane
DOCTOR L D Carter

ASSIGNMENT SHEET 3

DATE 2/14/91

TIME 10

Doe, Jane
LD Carter MD.

MUNICIPAL HOSPITAL DIET REQUISITION

- ☐ Regular
- ☑ Soft
- ☐ Mech. soft
- ☐ Puree
- ☐ Full liquid
- ☐ Clear liquid
- ☐ 1 gm sodium (low)
- ☐ 2 gm sodium
- ☐ 3 gm sodium
- ☐ 4 gm sodium
- ☐ Post gastrectomy
- ☐ Hypoglycemia
- ☐ Progressive diet
- ☐ Acid-ash
- ☐ T & A
- ☐ Lactose free
- ☐ Wired jaw
- ☐ Low protein ____ grams

- ☐ Bland 1
- ☐ Bland 2
- ☐ Bland 3
- ☐ Low fat
- ☐ Low residue
- ☐ High residue
- ☐ Low cholesterol
- ☐ MI orders
  - Stage 1
  - Stage 2
- ☐ Hyperlipidemia
  - Type ____
- ☐ Low potassium
- ☐ High potassium
- ☐ Tube feeding: ____
- ☐ Fluid restriction
  - Dietary cc ____

- ☐ Diabetic or
- ☐ Calorie
  - ☐ 1000
  - ☐ 1200
  - ☐ 1500
  - ☐ 1800
  - ☐ 2000
  - ☐ 2200
  - ☐ 2400
- ☐ Other ____
- ☐ Food allergies

- ☐ New admission
- ☐ Change diet order
- ☐ No tray
- ☐ Isolation
- ☐ Cancel isolation
- ☐ Six small feedings
- ☐ Diet instruction
- ☐ Dietary consult
- ☐ Discharge
- ☐ Expired
- ☐ Transfer
- ☐ Guest tray
- ☐ On pass
- ☐ Birth congratulation
- ☐

NAME: Doe, Jane
AGE:
DIET ORDER: Soft
COMMENTS:

(cut here)

DATE 2/15/91

TIME 1pm

Doe, Jane
LD Carter MD.

MUNICIPAL HOSPITAL DIET REQUISITION

- ☐ Regular
- ☐ Soft
- ☐ Mech. soft
- ☐ Puree
- ☐ Full liquid
- ☐ Clear liquid
- ☐ 1 gm sodium (low)
- ☐ 2 gm sodium
- ☐ 3 gm sodium
- ☐ 4 gm sodium
- ☐ Post gastrectomy
- ☐ Hypoglycemia
- ☐ Progressive diet
- ☐ Acid-ash
- ☐ T & A
- ☐ Lactose free
- ☐ Wired jaw
- ☐ Low protein ____ grams

- ☐ Bland 1
- ☐ Bland 2
- ☐ Bland 3
- ☐ Low fat
- ☐ Low residue
- ☐ High residue
- ☐ Low cholesterol
- ☐ MI orders
  - Stage 1
  - Stage 2
- ☐ Hyperlipidemia
  - Type ____
- ☐ Low potassium
- ☐ High potassium
- ☐ Tube feeding: ____
- ☐ Fluid restriction
  - Dietary cc ____

- ☐ Diabetic or
- ☐ Calorie
  - ☐ 1000
  - ☐ 1200
  - ☐ 1500
  - ☐ 1800
  - ☐ 2000
  - ☐ 2200
  - ☐ 2400
- ☑ Other Ulcer
- ☐ Food allergies

- ☐ New admission
- ☐ Change diet order
- ☐ No tray
- ☐ Isolation
- ☐ Cancel isolation
- ☐ Six small feedings
- ☐ Diet instruction
- ☐ Dietary consult
- ☐ Discharge
- ☐ Expired
- ☐ Transfer
- ☐ Guest tray
- ☐ On pass
- ☐ Birth congratulation
- ☐

NAME: Doe, Jane
AGE:
DIET ORDER: Ulcer
COMMENTS:

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MISCELLANEOUS

☐ ROUTINE ☐ STAT ☑ TODAY TIME A.M.	☐ FASTING ☐ RANDOM	RN:	DATE DRAWN	TECHNOLOGIST	LAB. NO.	CODE	CHARGES
		DATE 2/14/91	TIME DRAWN	TIME COMPLETED			
P.M.	DATE TO BE DONE	DIAGNOSIS	DRAWN BY	DATE COMPLETED			
TIME IN LAB			TIME OUT LAB				

TEST REQUESTED:
~~CBC~~ SmA-18

RONALD DALY, M.D. Pathologist CHART COPY MISCELLANEOUS

MUNICIPAL HOSPITAL

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COAGULATION

MUNICIPAL HOSPITAL

☐ ROUTINE ☐ STAT ☑ TODAY TIME A.M. P.M.	☐ FASTING ☐ RANDOM	RN:	DATE DRAWN	TECHNOLOGIST	LAB NO.	CODE
		DATE 2/14/91	TIME DRAWN	TIME COMPLETED	Doe, Jane	
	DATE TO BE DONE	DIAGNOSIS	DRAWN BY	DATE COMPLETED		
TIME IN LAB			TIME OUT LAB			

CHARGES

☐ Coagulation Profile- Pro Time, PTT Clotting Time, Platelet Count, Fibrinogen

OTHER TEST: Stool for Hemocult

Remarks:

	RESULTS	NORMAL
☐ Prothrombin Time	sec.	
Control	sec.	
☐ Activated PTT	sec.	
Control	sec.	
☐ Lee White (coagulation time)	min.	4-12 min.
☐ Bleeding Time		2.3-9.5 min.
☐ Platelet Count		150,000-350,000
☐ Fibrinogen		200-400mg/dl
Control		
☐ Clot Retraction		

MUNICIPAL HOSPITAL

RONALD DALY, M.D. Pathologist CHART COPY COAGULATION

ASSIGNMENT SHEET 3

MUNICIPAL HOSPITAL

URINALYSIS

☐ Routine ☐ Stat ☒ Today Time ~~Now~~ AM PM	☐ Void ☐ Cath ☐ Clean Catch	RN	Date Collected	Technologist	Lab No
		Date 2/14/91	Time Collected	Time Completed	Code
	Date to be done	Diagnosis	Collected By	Date Completed	Charges

Doe, Jane

TIME IN LAB

TIME OUT LAB

☒ Urinalysis ☐ Color ☐ Character

Specific Gravity		WBC		Pregnancy Test (Slide)	
pH		RBC		Pregnancy Test (UCG)	
Protein		Epith. Cells		Remarks	
Glucose		Bacteria			
Acetone		Casts /LPF			
Bile		Crystals			
Occult Blood		Hemoglobin			
Urobilinogen					

RONALD DALY, M.D. Pathologist

CHART COPY

URINALYSIS

(cut here)

MUNICIPAL HOSPITAL
OUR TOWN, OKLAHOMA
RONALD DALY, M.D., Pathologist

LAB NO.			DRAWN BY	DATE DRAWN
TIME CLOCK			TIME	
/ /	TEST NO.			
SA	OP CODES	NORMAL VALUES	DATE 2/14/91	DATE TO BE DONE
			RN	

.	x 10³	WBC	M F 7.8 ± 3
.	x 10⁶	RBC	M 5.4 ± 0.7 F 4.8 ± 0.6
.	g/dl	Hgb	M 16.0 ± 2 F 14.0 ± 2
.	%	Hct	M 47 ± 5 F 42 ± 5
.	μm³	MCV	M 87 ± 7 F 90 ± 9
.	pg	MCH	M F 29 ± 2
.	g/dl	MCHC	M F 35 ± 2
.	•	RDW	M F 10 ± 1.5
	x 10³	PLT	M F 130 - 400
.	μm³	MPV	M F 8.9 ± 1.5

☐ ER
☐ Routine
☐ Pre-op
☐ Stat
☐ Today
Time:

☐ PLATELET
☒ SED RATE
☐ RETIC
☐ Hgb & Hct
☐ WBC & Diff.

☒ CBC
☐ WBC
☐ Diff
☐ Hgb
☐ Hct
☐ Spun Hct

☐ DIFFERENTIAL

			1	2	3	4
SEG		MORPH				
BAND		POLYCHROM				
LYMPH		HYPOCHROM				
MONO		POIK				
EOSIN		TARGET				
BASO		SPHERO				
ATYP LYMPH		ANISO				
META		MICRO				
MYELO		MACRO				
PRO MYELO		DOHLE BODIES				
BLAST		BASO STIP				
		Platelet Estimate				

MORPHOLOGY SYMBOLS
1 SLIGHT 3 MOD. TO MARKED
2 MODERATE 4 MARKED

Rectic 0.5-1.5%		NRBC/100 WBC
CORRECTED SED RATE		
TECH	DATE	
TIME		

REMARKS

Doe, Jane

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DEVELOPING ORGANIZATIONAL AND MANAGEMENT SKILLS

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 3

Skill development for: READING SKILLS
WRITING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by asking students to analyze the meaning of transcribe: trans=over, across; scribe=write — to write again; copy or recopy in handwriting or typewriting from an original or from shorthand notes.

- Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  — Gain factual information

  — Interpret forms and records

  — Interpret abbreviations/acronyms

  WRITING SKILLS

  — Proofread and edit

  — Complete forms and records

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  — Identify critical elements/issues

  — Analyze/synthesize information

  — Transfer knowledge/training to new situations

  EMPLOYABILITY SKILLS

  — Master specific job task/procedure

  — Develop good work habits/attitudes

  — Develop self confidence/esteem

- If students have difficulty understanding the handwriting or have other problems interpreting the physician's orders, the teacher may want to let them work with a partner or in a small group to discuss these concerns before making their own transcriptions.

- Ask students to analyze what part of the verification was difficult for them. Was it just the handwriting or was it lack of knowledge of terms? If the latter, direct them to the best source for review.

- Ask students what they would do in an on-the-job situation if they could not understand the physician's handwriting or if they felt someone had made an error in transcribing.

- Refer to other instructional supplements for more suggestions.

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ASSIGNMENT SHEET 4

DEVELOPING ORGANIZATIONAL AND MANAGEMENT SKILLS

VI

NAME ______________________________ SCORE ________

OBJECTIVE 16

Give an end-of-shift report.

INTRODUCTION

Successful team nursing depends on the cooperation of team members. It also relies on the cooperation of teams. As each shift is replaced, it is the duty of the team leaders to provide all patient information needed by the new shift. This includes not only physician's orders and scheduled treatments, but the emotional status of patients, safety concerns, and changes made in the nursing plan that may affect future decisions.

DIRECTIONS

Reading Comprehension Skills
- Gain factual information

Interactive Communication Skills
- Give/follow oral directions
- Analyze/apply non-verbal communication
- Communicate with co-workers

General Relating Skills
- Investigate/apply communication process models
- Analyze/apply non-verbal communication
- Interact with co-workers
- Participate in group activities

Using the situation below, present an end-of-shift report to a partner. Have your partner take notes and list what he or she understands you are saying, what you feel is most important, and what non-verbal signals you are giving. When you are finished, compare your partner's notes to what you meant to convey.

Repeat the procedure, switching roles with your partner.

NOTE: This information will be used to complete Assignment Sheet 5.

Patient: Judith Walker

Birth date: 6/17/1913

Age: 78

Doctor: J. W. Wenzel, M.D.

Religion: Protestant

Room: 311

Admitting diagnosis: Gastroenteritis

Symptoms: Weakness, nausea and vomiting, dehydration, chilling, discomfort in stomach

Background information: Obtained from ER sheet

Teamwork/Cooperative Skills
- Select/apply appropriate behavior
- Give/receive feedback

Cognitive Activity Skills
- Transfer knowledge/ training to new situations
- Evaluate results/ outcomes

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good personal presentation
- Develop good work habits/attitudes
- Develop self confidence/esteem
- Deal effectively with co-workers

Mrs. Walker lives alone except for her cat, "Tabby." Her husband, Roger, died of a heart attack a year ago. Since that time Mrs. Walker hasn't gone out much since she doesn't drive and hates to "trouble anyone" to take her any place. Neighbors check on her occasionally to see if she needs anything. Two days ago she stated her stomach was bothering her and she was nauseated. Approximately 24 hours ago she began vomiting and "couldn't seem to stop" and became quite weak. Her neighbor brought her to the ER after finding her lying on the bathroom floor.

Medical history: Usual childhood diseases. Tonsillectomy at age 10, one child (male) died in an accident at age 26, complete hysterectomy at age 52. Has been in relatively good health the past few years. Sprained right wrist last year when she slipped on the ice on the front porch, it has remained weak and aches occasionally. Wears glasses for reading, full set of dentures, no allergies.

Medication: Vitamin B complex and calcium supplements

Diet information: Mrs. Walker at 5'7" weighs 102 lbs. and says she has an "average diet." Doesn't eat much meat as it hurts her stomach at times, but she does like vegetables. States she "doesn't cook much since Mr. Walker died, and eats a lot of canned vegetables."

Initial observations:

VS: T. 102 degrees F

P. 96

B/P 102/70

Mrs. Walker was lying in bed with sheet, spread, and two blankets pulled up under her chin. She c/o chilling and nausea. Cheeks appeared flushed and skin was dry and hot to touch. Her tongue was coated and her eyes dull and filmed. Mrs. Walker was pulling nervously at the covers and asked that the lights be dimmed as it hurt her eyes. She was quite concerned about "Tabby" being alone and asked that her neighbor, Mrs. Walsh, be called to check on her. This was accomplished and Mrs. Walker seemed much relieved.

DEVELOPING ORGANIZATIONAL AND MANAGEMENT SKILLS

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 4

Skill development for:
READING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by asking students to consider the importance of continuity in a health care setting such as a hospital. How can information regarding patient care be conveyed from shift to shift?

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Gain factual information

ORAL COMMUNICATIONS SKILLS

— Give/follow oral directions

— Analyze/apply non-verbal communication

— Communicate with co-workers

INTERPERSONAL/RELATING SKILLS

— Investigate/apply communication process models

— Analyze/apply non-verbal communication

— Interact with co-workers

— Participate in group activities

— Select/apply appropriate behavior

— Give/receive feedback

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Transfer knowledge/training to new situations
- Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Master specific job task/procedure
- Practice good personal presentation
- Develop good work habits/attitudes
- Develop self-confidence/esteem
- Deal effectively with co-workers

- Tell students to carefully study the patient information before presenting it to their partner to take notes.

- If students have difficulty with the Creative Thinking/Problem Solving Skills or the Employability Skills, ask them to decide what parts of the patient information are the most important to convey. They need not include every detail, but must present enough information for continuity of care. Ask them how patient care can be affected by the information included in an end-of-shift report.

- Tell students to check their notes for clarity of ideas.

- If students have difficulty with the Oral Communications Skills, have the partner who dictated the notes carefully consider what was actually conveyed. Was information about the patient's emotional concerns conveyed? About safety concerns? About any changes made in the plan? What body language was used? How were participants sitting?

- Students may want to role play the entire assignment. Let them decide where they are working, who they are, their job positions, how long they have been working in the setting, and any other information they wish to include. They may want to include Mrs. Walker in the role play. Questions to ask: How do place of employment and job position affect end-of-shift reports?

ASSIGNMENT SHEET 5

DEVELOPING ORGANIZATIONAL AND MANAGEMENT SKILLS VI

NAME ______________________________ SCORE ________

OBJECTIVE 17

Use the nursing process to solve a problem.

INTRODUCTION

The nursing process organizes a problem-solving approach. In other words, it helps you know which problems to solve first and how to go about finding a solution.

DIRECTIONS

In Assignment Sheet 4, you played the role of a team leader giving and receiving an end-of-shift report. Refer to that assignment sheet and use the nursing process to determine what your next step should be in providing patient care. Be prepared to defend your decision.

Reading Comprehension Skills
- Gain factual information

Functional Reading Skills
- Follow written instructions

Cognitive Activity Skills
- Identify critical elements/issues
- Define a problem
- Apply a problem-solving model
- Analyze/synthesize information
- Draw conclusions
- Identify/develop alternatives
- Select an alternative
- Devise a solution
- Create a finished product (written, oral, practical)
- Apply intuitive thinking techniques (brainstorming, lateral thinking, divergent thinking, etc.)
- Transfer knowledge/training to new situations
- Develop an action plan

- Evaluate results/ outcomes

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Develop good work habits/attitudes
- Develop self confidence/esteem

Basic Skills (continued)

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 5

Skill development for:
READING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by asking students what they remember about the patient information they took notes on for the previous assignment sheet. Ask students what the most important information was to convey to the next shift.

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Gain factual information

— Follow written instructions

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Identify critical elements/issues

— Define a problem

— Apply a problem-solving model

— Analyze/synthesize information

— Draw conclusions

— Identify/develop alternatives

— Select an alternative

— Devise a solution

— Transfer knowledge/training to new situations

— Develop an action plan

— Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Master specific job task/procedure
- Develop good work habits/attitudes
- Develop self confidence/esteem

- Have students review information from Assignment Sheet 4.
- The teacher may want to have students get together in small groups and brainstorm possible next steps for providing patient care. Have students write down everything that comes to mind without rejecting anything. Then, group members can discuss the best alternatives.
- Remind students to state ideas clearly.
- Tell students to proofread their own papers or to exchange papers with a partner for proofreading and revise as necessary.
- After the assignment sheet is completed, students can get together in groups with different students from their first group and discuss reasons for the care they chose. Have the group choose the care plan they think best. Choose a group leader to make sure everyone contributes and a time-keeper to make sure no one dominates.
- Have representatives from each group explain to the entire class what their group decided on and why. Encourage class input.
- If students need more practice in determining steps in patient care, create further situations for them to work with.
- If students have difficulty with the Creative Thinking/Problem Solving Skills, write the steps of the nursing process on the chalk board or flip chart (Assessment, Analysis, Planning, Implementation, and Evaluation). Relate each step to an everyday activity such as fixing dinner.

Assessment — Look in the refrigerator and the cabinets for ingredients on hand.

Analysis — What can be made with the ingredients on hand?

Planning — Set goal to accomplish with ingredients (choose recipe)

Implementation — Complete steps of the recipe.

Evaluation — Taste-test the food prepared. Is it good or does it need help? What should be changed to make it better?

ASSIGNMENT SHEET 1

Job assignments should reflect staff skills and patient needs. The nursing process should be used in determining plans. Forms should be adequately filled out and communication skills should be evident during job assignments and discussion.

ASSIGNMENT SHEET 2

Evaluations should note her poor dependability and tardiness, but should also reflect friendliness, courtesy, and initiative. It should be noted that she gets along well with patients, but does not get along with co-workers.

ASSIGNMENT SHEET 3

(Cut here)

DIET: ~~2/14/91~~ 2/15/91
~~Soft~~
Ulcer

NOURISHMENT OR SPECIAL FEEDING

INTAKE

OUTPUT
2/15/91 Stool For Hemocult

ACTIVITIES:
___ Complete bed rest
___ Bed rest
✓ Bathroom privileges
___ Up ad lib

BATH:
___ Bathe patient
___ Partial
✓ Bathe self
✓ Tub
✓ Shower

TRAVEL:
✓ Wheelchair
___ Stretcher
___ Ambulatory

POSITION:

SIDERAILS:
✓ Constantly
___ Nights only
___ Siderail Release

OXYGEN:
___ Liters per minute
___ PRN
___ Tent
___ Mask
___ Constantly
___ Catheter
___ Cannula

SPECIAL EQUIPMENT:
2/14/91 UGI Series in AM

PROSTHESIS:
___ Dentures
___ Eye
___ Contact Lens
___ Limb

ALLERGIES:

SPECIAL PRIVILEGES:

WEIGHT ________

TEMP. ___ TIMES ___
___ ORAL
___ RECTAL
___ AUX.

(Fold here)

DATE	TREATMENTS
2/14/91	Tagamet 30 mg PO. QID 30 min. AC ē H.S.
IV	Fluids 2/14/91
	A) 1000cc D5W c̄ 40 mEq KCl at 8° rate
	B) 500cc NS @ 8° rate
	C) 1000cc D5W c̄ 20 mEq KCl @ 8° rate
2/15/91.	D5W 1000cc c̄ 20 mEq KCl over the next 24 hours then DC
PRN	
2/14/91	Maalox Chewables 2 tabs PRN indegestion

ROOM

NAME Doe, Jane

DIAGNOSIS

DOCTOR J.D. Carter

635

BEST COPY AVAILABLE

ASSIGNMENT SHEET 3

ALLERGIES ______________________________

____

ADDRESSOGRAPH
Doe, Jane

ROUTINE MEDICATIONS

DATE ORDERED	MEDICATION & ROUTE	DOSE FREQUENCY	TIMES TO GIVE	DATE						
2/14/91	Lagamet 30 mg		7-3							
RENEW	P.O. QID 3 min AC		3-11							
	+ H.S. 7-11-4-9		11-7							
			7-3							
			3-11							
			11-7							
			7-3							
			3-11							
			11-7							
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			7-3							
			3-11							
			11-7							

ROOM

NAME Doe, Jane

DOCTOR J D Carter

ASSIGNMENT SHEET 3

SINGLE-ORDER MEDICINES				PRN MEDICATIONS RECORD ON NURSES NOTES IMMEDIATELY AFTER GIVING		
DATE ORDERED	MEDICATION-INSTRUCTIONS	WHEN TO GIVE	NURSE GIVING	DATE ORDERED	MEDICATION-HOW OFTEN-PURPOSE	RENEWAL DATE
				2/14/91	Maalox Chewables 2 tabs	
					PRN indegestion	

ROOM

NAME Doe, Jane

DOCTOR L D Carter

ASSIGNMENT SHEET 3

DATE 2/14/91

TIME 10⁰⁰

Doe, Jane
LD Carter MD.

MUNICIPAL HOSPITAL DIET REQUISITION

☐ Regular
☑ Soft
☐ Mech. soft
☐ Puree
☐ Full liquid
☐ Clear liquid
☐ 1 gm sodium (low)
☐ 2 gm sodium
☐ 3 gm sodium
☐ 4 gm sodium
☐ Post gastrectomy
☐ Hypoglycemia
☐ Progressive diet
☐ Acid-ash
☐ T & A
☐ Lactose free
☐ Wired jaw
☐ Low protein ____ grams

☐ Bland 1
☐ Bland 2
☐ Bland 3
☐ Low fat
☐ Low residue
☐ High residue
☐ Low cholesterol
☐ MI orders
  Stage 1
  Stage 2
☐ Hyperlipidemia
  Type________
☐ Low potassium
☐ High potassium
☐ Tube feeding:________
____
☐ Fluid restriction
  Dietary cc________

☐ Diabetic
  or
☐ Calorie
  ☐ 1000
  ☐ 1200
  ☐ 1500
  ☐ 1800
  ☐ 2000
  ☐ 2200
  ☐ 2400
☐ Other________
____
☐ Food allergies
____
____
____
____
____

☐ New admission
☐ Change diet order
☐ No tray
☐ Isolation
☐ Cancel isolation
☐ Six small feedings
☐ Diet instruction
☐ Dietary consult
☐ Discharge
☐ Expired
☐ Transfer
☐ Guest tray
☐ On pass
☐ Birth congratulation
☐

NAME: Doe, Jane
AGE:
DIET ORDER: Soft
COMMENTS:

(cut here)

DATE 2/15/91

TIME 1pm

Doe, Jane
LD Carter MD.

MUNICIPAL HOSPITAL DIET REQUISITION

☐ Regular
☐ Soft
☐ Mech. soft
☐ Puree
☐ Full liquid
☐ Clear liquid
☐ 1 gm sodium (low)
☐ 2 gm sodium
☐ 3 gm sodium
☐ 4 gm sodium
☐ Post gastrectomy
☐ Hypoglycemia
☐ Progressive diet
☐ Acid-ash
☐ T & A
☐ Lactose free
☐ Wired jaw
☐ Low protein ____ grams

☐ Bland 1
☐ Bland 2
☐ Bland 3
☐ Low fat
☐ Low residue
☐ High residue
☐ Low cholesterol
☐ MI orders
  Stage 1
  Stage 2
☐ Hyperlipidemia
  Type________
☐ Low potassium
☐ High potassium
☐ Tube feeding:________
____
☐ Fluid restriction
  Dietary cc________

☐ Diabetic
  or
☐ Calorie
  ☐ 1000
  ☐ 1200
  ☐ 1500
  ☐ 1800
  ☐ 2000
  ☐ 2200
  ☐ 2400
☑ Other Ulcer
____
☐ Food allergies
____
____
____
____
____

☐ New admission
☐ Change diet order
☐ No tray
☐ Isolation
☐ Cancel isolation
☐ Six small feedings
☐ Diet instruction
☐ Dietary consult
☐ Discharge
☐ Expired
☐ Transfer
☐ Guest tray
☐ On pass
☐ Birth congratulation
☐

NAME: Doe, Jane
AGE:
DIET ORDER: Ulcer
COMMENTS:

(cut here)

MUNICIPAL HOSPITAL

MISCELLANEOUS

☐ROUTINE ☐STAT ☑TODAY TIME A M	☐FASTING ☐RANDOM	RN:	DATE DRAWN	TECHNOLOGIST	LAB NO.	CODE	CHARGES
		DATE 2/14/91	TIME DRAWN	TIME COMPLETED	no name		
P M	DATE TO BE DONE	DIAGNOSIS	DRAWN BY	DATE COMPLETED			
TIME IN LAB			TIME OUT LAB				

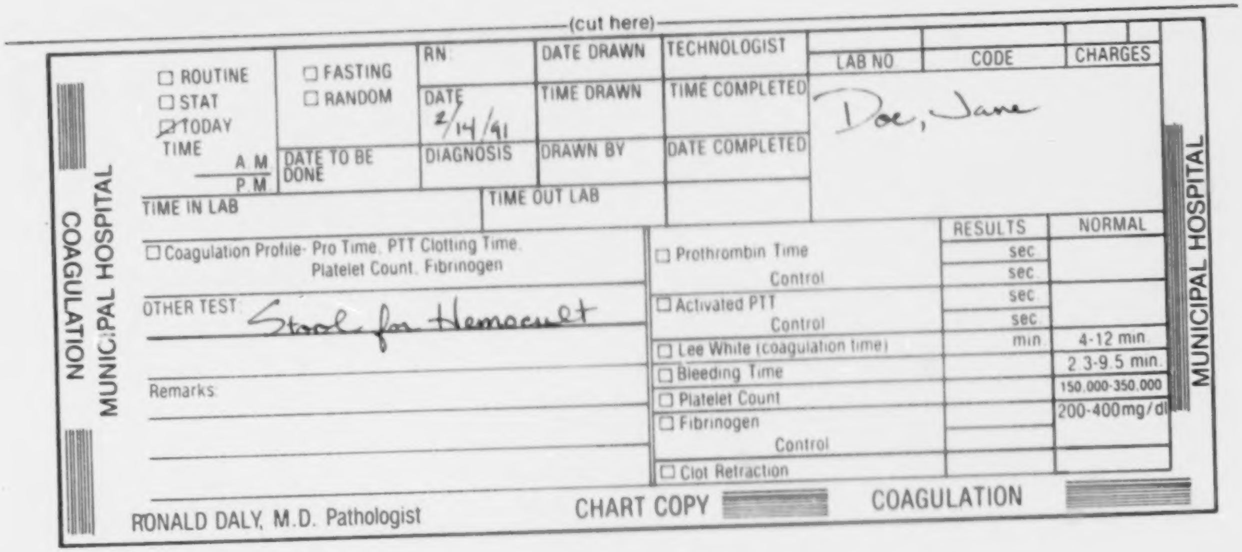
TEST REQUESTED:
~~CBC~~ SmA-18

RONALD DALY, M.D. Pathologist CHART COPY MISCELLANEOUS

631

630

ASSIGNMENT SHEET 3



(cut here)

COAGULATION MUNICIPAL HOSPITAL

☐ ROUTINE
☐ STAT
☑ TODAY
TIME A.M. / P.M.

☐ FASTING
☐ RANDOM

DATE TO BE DONE

RN:
DATE 2/14/91
DIAGNOSIS

DATE DRAWN
TIME DRAWN
DRAWN BY

TECHNOLOGIST
TIME COMPLETED
DATE COMPLETED

LAB NO
CODE
CHARGES

Doe, Jane

TIME IN LAB
TIME OUT LAB

☐ Coagulation Profile- Pro Time, PTT Clotting Time, Platelet Count, Fibrinogen

OTHER TEST: Stool for Hemoccult

Remarks:

	RESULTS	NORMAL
☐ Prothrombin Time	sec.	
Control	sec.	
☐ Activated PTT	sec.	
Control	sec.	
☐ Lee White (coagulation time)	min.	4-12 min.
☐ Bleeding Time		2.3-9.5 min.
☐ Platelet Count		150,000-350,000
☐ Fibrinogen		200-400mg/dl
Control		
☐ Clot Retraction		

MUNICIPAL HOSPITAL

RONALD DALY, M.D. Pathologist

CHART COPY

COAGULATION

ASSIGNMENT
SHEET 3

MUNICIPAL HOSPITAL

URINALYSIS

☐ Routine
☐ Stat
☑ Today
Time Now A.M. PM

☐ Void
☐ Cath
☐ Clean Catch
Date to be done

RN
Date 2/14/91
Diagnosis

Date Collected
Time Collected
Collected By

Technologist
Time Completed
Date Completed

Lab No	Code	Charges
Doe, Jane		

TIME IN LAB
TIME OUT LAB

☑ Urinalysis ☐ Color ☐ Character

Specific Gravity		WBC		Pregnancy Test (Slide)	
pH		RBC		Pregnancy Test (UCG)	
Protein		Epith Cells		Remarks	
Glucose		Bacteria			
Acetone		Casts /LPF			
Bile		Crystals			
Occult Blood		Hemoglobin			
Urobilinogen					

RONALD DALY, M.D. Pathologist
CHART COPY
URINALYSIS

(cut here)

MUNICIPAL HOSPITAL
OUR TOWN, OKLAHOMA
RONALD DALY, M.D., Pathologist

LAB NO.
TIME CLOCK
/ /
TEST NO.

DRAWN BY
TIME
DATE DRAWN
DATE 2/14/91
RN
DATE TO BE DONE

☐ ER
☐ Routine
☐ Pre-op
☐ Stat
☐ Today
Time:

SA		OP CODES	NORMAL VALUES
.	x 10³	WBC	M F 7.8 ± 3
.	x 10⁶	RBC	M 5.4 ± 0.7 F 4.8 ± 0.6
.	g/dl	Hgb	M 16.0 ± 2 F 14.0 ± 2
.	%	Hct	M 47 ± 5 F 42 ± 5
.	µm³	MCV	M 87 ± 7 F 90 ± 9
.	pg	MCH	M F 29 ± 2
.	g/dl	MCHC	M F 35 ± 2
.	•	RDW	M F 10 ± 1.5
	x 10³	PLT	M F 130 - 400
.	µm³	MPV	M F 8.9 ± 1.5

☐ PLATELET
☑ SED RATE
☐ RETIC
☐ Hgb & Hct
☐ WBC & Diff.

☑ CBC
☐ WBC
☐ Diff
☐ Hgb
☐ Hct
☐ Spun Hct

☐ DIFFERENTIAL

			1	2	3	4
SEG		MORPH				
BAND		POLYCHROM				
LYMPH		HYPOCHROM				
MONO		POIK				
EOSIN		TARGET				
BASO		SPHERO				
ATYP LYMPH		ANISO				
META		MICRO				
MYELO		MACRO				
PRO MYELO		DOHLE BODIES				
BLAST		BASO STIP				
		Platelet Estimate				

MORPHOLOGY SYMBOLS
1 SLIGHT 3 MOD TO MARKED
2 MODERATE 4 MARKED

Rectic 0.5-1.5%
NRBC /100 WBC
CORRECTED SED RATE
TECH
DATE
TIME
REMARKS

Doe, Jane

ASSIGNMENT SHEET 4 The end-of-shift report should be accurately completed. Scores should reflect good communication of appropriate information without including inappropriate opinions or details, accuracy, and recognition of partner feedback.

ASSIGNMENT SHEET 5 The exercise should be completed in a thorough and thoughtful manner. Scores should reflect the student's logical application of the nursing process and ability to support the decision.

WRITTEN TEST

DEVELOPING ORGANIZATIONAL AND MANAGEMENT SKILLS

VI

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with developing organizational and management skills to their correct definitions. Write the correct letters in the blanks.

______1. A type of nursing care in which a group of nurses is assigned to a number of patients

______2. A system to assess the needs of the individual patient, develop a plan to meet those needs, implement the planned care, and evaluate nursing action

______3. Any symptom that can be observed by anyone other than the patient

______4. Collecting all available information pertaining to the patient

______5. Any symptom that is reported by the patient but is not observable

______6. Putting a plan of care into action

______7. Determining if patient care goals have been met

______8. The interpretation of a problem by organizing information and comparing it to norms or standards

a. Analysis

b. Assessment

c. Cooperative nursing

d. Complaint

e. Evaluation

f. Implementation

g. Nursing diagnosis

h. Nursing process

i. Objective symptom

j. Planning

k. Subjective symptom

l. Team nursing

OBJECTIVE 2

Arrange in order steps in the nursing process. Write a "1" in the blank before the first step, a "2" in the blank before the second step, etc.

______1. Analysis

______2. Implementation

______3. Assessment

______4. Evaluation

______5. Planning

OBJECTIVE 3

Discuss the role of the LPN as a team leader. Include information from your class.

OBJECTIVE 4

Select from a list characteristics of an effective team leader. Write an "X" in the blank before true statements.

______1. Is able to make decisions based on careful and complete analysis of all facts, and is able to use good judgment in carrying out decisions

______2. Is knowledgeable, skilled, and experienced in the nursing profession

______3. Leaves all decisions to team members and limits work to recording their decisions

______4. Rarely makes mistakes

______5. Saves opinions and suggestions for regularly scheduled job evaluations

______6. Is professional in appearance, attitude, and philosophy

______7. Is creative in planning new approaches, and takes the initiative to carry them out

______8. Shows concern for others and wants others to achieve and grow in the nursing profession

______9. Remains appropriately distant from subordinates

______10. Controls the actions of all other staff members

OBJECTIVE 5

Distinguish among management styles. Write an "A" in the blank before characteristics of autocratic techniques, a "P" in the blank before characteristics of participative techniques, and an "S" in the blank before characteristics of situational techniques.

______1. Manager uses positive motivation in dealing with employees.

______2. Manager is humanistic and exhibits attitude that employees are self-directed and responsible.

______3. Manager uses negative motivation in dealing with employees.

______4. Manager believes that each situation is different and requires different leadership styles.

______5. Manager believes that employees should take part in making decisions and accepting responsibilities.

______6. Manager uses different styles based on situations and employees.

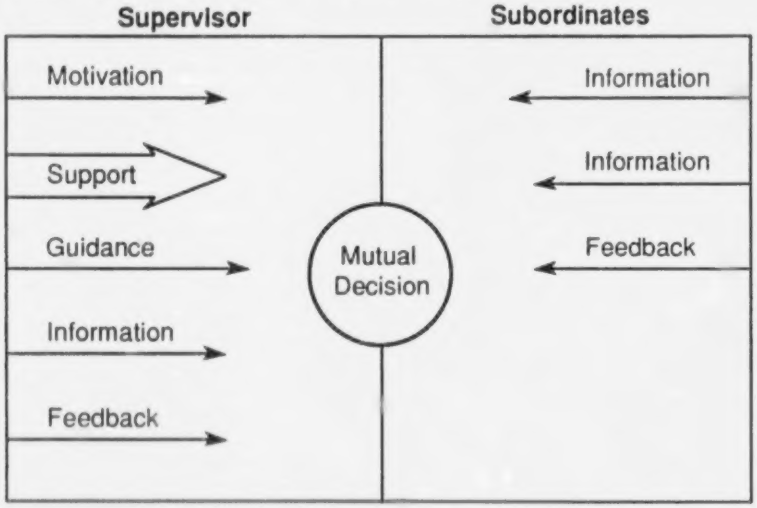
______7. Manager believes that employees are ineffective and incapable of self-direction.

______8. Manager is demanding and exhibits a high degree of control.

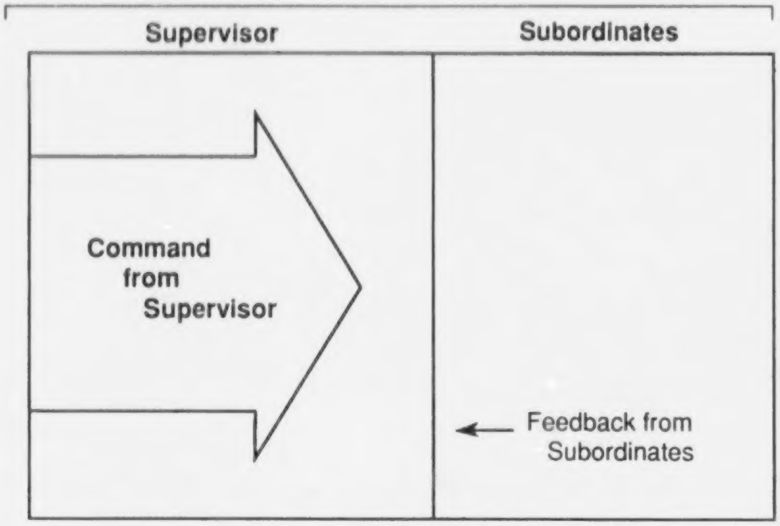
OBJECTIVE 6

Label delegation techniques used with each management style. Write the name of the management style that would use the delegation technique shown below.

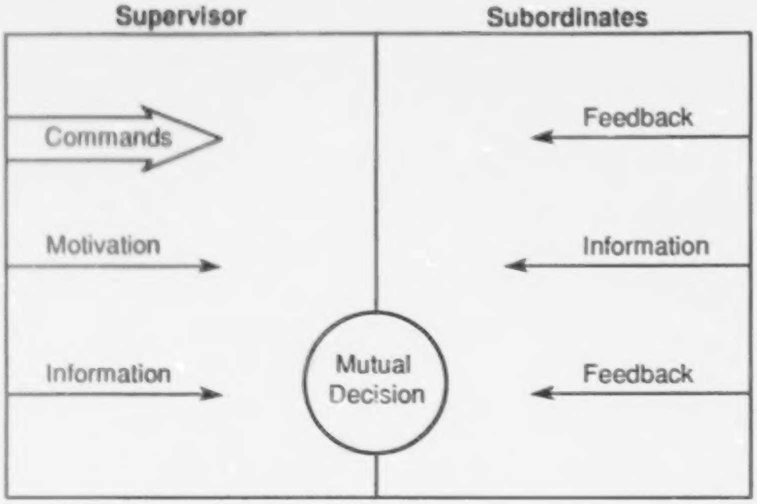
1. ______________________________


Supervisor
Subordinates
Motivation
Support
Guidance
Information
Feedback
Mutual Decision
Information
Information
Feedback

2. ______________________________


Supervisor
Subordinates
Command from Supervisor
Feedback from Subordinates

3. ______________________


Supervisor
Subordinates
Commands
Motivation
Information
Feedback
Information
Feedback
Mutual Decision

OBJECTIVE 7

Choose the word or phrase that completes statements about the chain of command and characteristics of leader/team member relationships. Circle the letter before the correct word or phrase.

1. The normal chain of command is charge nurse, team leader, nurse, ___.

   a. nurses' aides
   b. LPN
   c. patient
   d. technician

2. The statement that is **NOT** a characteristic of effective relationships is ___.

   a. clear, constructive communication
   b. team members gossiping
   c. flexibility to adjust to patient load demands
   d. trust and cooperation among members

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3. A characteristic of effective relationships is

   a. Lack of cooperation
   b. Unclear communication
   c. Trust between team members
   d. Gossiping between team members

OBJECTIVE 8

Select from a list characteristics of effective team members. Write an "X" in the blank before characteristics of an effective team member.

______1. Firm

______2. Ethical

______3. Humorous

______4. Aggressive

______5. Competent

______6. Conservative

______7. Participative

______8. Positive attitude

______9. Reactive

_____10. Emotional

_____11. Proactive

_____12. Professional

OBJECTIVE 9

Select from a list the goals of evaluation. Write an "X" in the blanks before goals.

______1. Clarifies understanding

______2. Determines raises and promotions

______3. Pinpoints each employee's faults

______4. Strengthens communication

______5. Identifies the person to blame for departmental problems

______6. Recognizes strengths of the staff

______7. Sets common goals

OBJECTIVE 10

Choose the word or phrase that completes statements about evaluation techniques. Write the letter of the correct word or phrase in the blank.

______1. Begin the evaluation with ______.

- a. a plan to fall back on if you lose your job
- b. documentation to prove your innocence
- c. a positive attitude
- d. the knowledge it will be over soon

______2. If discussion becomes negative or personal, ______.

- a. change the subject
- b. ask to be excused
- c. give an excuse and apologize
- d. do not blame others

______3. Agreed-upon goals and plans should be ______.

- a. put in writing
- b. as general as possible
- c. approved by the facility director
- d. limited to problem areas

OBJECTIVE 11

Complete statements about giving and receiving end-of-shift reports. Write the correct words in the blanks.

Giving report

1. Start ____ ________.
2. Start each report with date and shift, and end each report with your ________ and __________ if using a recorder.

3. Move systematically from ______ to ____________ of the Kardex to make sure that you do not miss any important information.

4. Provide notes, __________, ________________________, or other items the next shift will need to provide patient care.

Receiving reports

5. ____________ ______ the patient as the information is being presented.

6. ___________ carefully for any new information.

OBJECTIVE 12 **State guidelines for transcribing doctors' orders.**

1. ____
____
2. ____
____
3. ____
____
4. ____
____
5. ____
____

NOTICE The following assignment sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 13 **Coordinate patient care as a team leader.** SCORE ______

OBJECTIVE 14 **Use evaluation techniques.** SCORE ______

OBJECTIVE 15 **Verify transcribed orders.** SCORE ______

OBJECTIVE 16	**Give an end-of-shift report.**	SCORE _____
OBJECTIVE 17	**Use the nursing process to solve a problem.**	SCORE _____

WRITTEN TEST ANSWERS

DEVELOPING ORGANIZATIONAL AND MANAGEMENT SKILLS VI

OBJECTIVE 1

1. l
2. h
3. i
4. b
5. k
6. f
7. e
8. a

OBJECTIVE 2

1. 2
2. 4
3. 1
4. 5
5. 3

OBJECTIVE 3

Answer should include a discussion of the following and subjects discussed in class:

- Plans patient care
- Implements patient care
- Coordinates staff activities
- Uses leadership skills in the management of staff

OBJECTIVE 4

1, 2, 6, 7, 8

OBJECTIVE 5

1. P
2. P
3. A
4. S
5. P
6. S
7. A
8. A

OBJECTIVE 6

1. Participative
2. Autocratic
3. Situational

OBJECTIVE 7

1. a
2. b
3. c

OBJECTIVE 8

2, 5, 7, 8, 11, 12

OBJECTIVE 9

1, 4, 6, 7

OBJECTIVE 10

1. c
2. d
3. a

OBJECTIVE 11

1. on time
2. name
   title
3. top
   bottom
4. cards
   requisitions
5. Visualize
6. Listen

OBJECTIVE 12

- Always transcribe orders accurately.
- Question any orders that do not seem logical or correct.
- Always print or write legibly.
- Use only standard abbreviations.
- Transcribe orders in a logical sequence; do not skip over orders, thinking you will do them later.

OBJECTIVE 13

Refer to answers to Assignment Sheet 1.

OBJECTIVE 14

Refer to answers to Assignment Sheet 2.

OBJECTIVE 15

Refer to answers to Assignment Sheet 3.

OBJECTIVE 16

Refer to answers to Assignment Sheet 4.

OBJECTIVE 17

Refer to answers to Assignment Sheet 5.

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OBJECTIVE SHEET

DEVELOP TECHNIQUES FOR CAREER SUCCESS

VII

INTRODUCTION

In class you receive education and training. Your goal is to use this training to get a job you will enjoy. But how do you find the best job for your skills and personality? How do you go about getting it? This unit will answer these questions and help you go from the classroom to the workplace.

UNIT OBJECTIVE

After completing this unit the student should be familiar with job hunting techniques, licensure, career success, and continuing education. The student will demonstrate these competencies by completing assignment sheets, job sheets and the written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with developing techniques for career success to their definitions.
2. List areas of employment available for LPN's.
3. Select from a list guidelines for taking the state board exam.
4. Discuss criteria for licensure.
5. Complete statements about LPN responsibilities related to career success.
6. Select from a list characteristics that employers look for in an employee.
7. Arrange in order steps to take in finding and securing a job.
8. List sources for locating employment opportunities.
9. Distinguish between private and public employment agencies.
10. Complete statements about guidelines for telephoning for an interview appointment.
11. State the five guidelines for dressing for an interview.
12. Select from a list documentation needed when applying for a job.

13. Choose the words or phrases that complete statements about preparing for a job interview.

14. List factors the employer evaluates during an interview.

15. Choose the words or phrases that complete statements about guidelines for a successful interview.

16. List common employee benefits.

17. Select from a list ways to increase self-satisfaction in a career.

18. List ways to continue education.

19. State obstacles to career success.

20. Complete a self-inventory for career success. (Assignment Sheet 1)

21. Prepare a resumé. (Assignment Sheet 2)

22. Write a cover letter. (Assignment Sheet 3)

23. Complete an employment application. (Assignment Sheet 4)

24. Write a follow-up letter. (Assignment Sheet 5)

25. Evaluate a job offer. (Assignment Sheet 6)

26. Compare job opportunities. (Assignment Sheet 7)

27. Prepare for success in asking for a raise. (Assignment Sheet 8)

28. Write a letter of resignation. (Assignment Sheet 9)

29. Demonstrate the ability to:

    a. Use a telephone to arrange a job interview. (Job Sheet 1)

    b. Participate in a job interview. (Job Sheet 2)

DEVELOP TECHNIQUES FOR CAREER SUCCESS

PREPARATION

- Review the unit and plan your presentation.
- Study the specific objectives to determine those you will cover in your presentation. Decide also which objectives should be taught to which students.
- Determine the scope and sequence of objectives that you add. Design and develop support materials, including evaluation techniques, for additional objectives.
- Review teaching suggestions and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement unit.
- Invite a career counselor, job placement representative, or personnel (hiring) representative to discuss job hunting and career satisfaction.

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet and any other components you want them to cover. Confirm the scheduled appearance 2-3 days prior to the presentation.
- **HOSA** Integration
  - Assist students in conducting a chapter service on finding the right career or on job burnout.
  - Develop objectives for service project and identify a theme.
  - Create a poster according to Extemporaneous Health Display rules. Display in highly visible areas.
  - Plan a community or school health project that involves disseminating pamphlets about job hunting, local resources, and changing jobs.

DELIVERY

Objective 1

- Have each student bring a term to class each day for one week. Terms may reflect the student's focus of wellness and may indicate class-wide or individual misconceptions or areas of needed instruction.

- Have students suggest terms introduced in prior units that are associated with career success.

- Have students complete the Seek and Find in Handout 1.

Objective 2

- Have students choose one of the areas presented and research training, skills, and personality needed, average salary, and job competition.

- Assign an area to each student. Have the students interview an LPN employed in their areas and present what they discover to the class.

- Have students suggest other areas of employment.

- Have students suggest changes in the fields and the effect of those changes on job opportunities. For example, as our population ages, geriatric and Hospice nurses will be in greater demand.

Objectives 3 and 4

- Provide students with application forms, deadline schedules, and other information provided by your state's testing board.

- Provide copies of your state's policies concerning scoring, retaking the test, etc. Have students apply techniques found in Unit 1 to devise a strategy for taking the test.

- Invite a former student who has recently taken the test to discuss his or her experience.

Objective 5

- Discuss locus of control and apply it to job success.
- Review Maslow's theories and relate them to job hunting and career success.
- Have students discuss personal experiences dealing with people who were obviously happy or unhappy with their jobs. Have students discuss how job performance was affected.

Objective 6

- Use Supplement 1 to illustrate traits of successful nurses.
- Have students brainstorm on what they would look for in an employee they were hiring.
- Have students discuss why each characteristic is important for an LPN.
- Encourage students to determine their own strengths and weaknesses. Encourage them to begin correcting weaknesses now and present them with information about resources for changing personality traits that may limit their job success.
- Have students complete Assignment Sheet 1.

Objective 7

- Use Supplements 2-4 to illustrate steps.
- Stress the need for reflection and planning before applying for a job.
- Invite a job counselor or job placement representative to discuss the need for each step.
- Have students complete Assignment Sheets 2, 3, and 4.

Objectives 8 and 9

- Invite a job placement representative or employment agency representative to discuss their services.

- Use Transparency Masters 1 and 2 to illustrate the objective.
- Have students suggest other sources.
- Discuss government- and school-sponsored job placement services. Some states offer extra job placement benefits to veterans.

Objective 10

- Review telephone techniques in Unit 4 and apply them.
- Discuss the type of impression the student wants to make during the telephone call and methods to make that impression.
- Have students role-play the telephone call, as the applicant and as the person taking the call, then have them discuss the impression made and why.
- Have students complete Job Sheet 1.

Objective 11

- Have students collect magazine illustrations of proper and improper dressing and detail why the dressing is or is not appropriate.
- Many clothing stores specialize in "power dressing." Invite a representative of one of these stores to discuss proper dressing and its importance. If there is not such a store in your area, contact a nearby university College of Home Economics or Job Placement Office.
- Have students observe people (live or on tape) and determine what they do for a living by their clothing. Trace correlations between appearance and professionalism.
- Use Transparency Masters 3 and 4 to illustrate proper and improper dressing.

Objective 12

- Provide forms for documentation students may need.

- Invite a state employment office representative to discuss documentation they require or provide.

Objectives 13 - 15

- Use Supplement 5 to practice answering common interview questions.
- Use Supplement 6 to help students understand and plan diplomatic answers to questions prohibited by EEO guidelines.
- Invite a job placement counselor, career counselor, or personnel representative to interview several students, then comment on the interviews.
- Have students discuss how to answer difficult questions or handle awkward situations during an interview. Covering these during a visit by a professional may be most helpful.
- Have students discuss details, such as dirty fingernails or incomplete application forms, and how they can affect an interview.
- Allow students to role-play both the part of the interviewee and interviewer. Have them compare perspectives.
- Have students complete Assignment Sheet 5 and Job Sheet 2.

Objective 16

- Have students calculate the value of common benefits.
- Introduce students to newer benefits, such as child care or parental care time.
- Invite a personnel officer to discuss cafeteria benefit plans being offered by some companies.
- Have students determine which benefits may be most important to them.
- Have students complete Assignment Sheets 6 and 7.

Objective 17

- Review Unit 2 information on self-esteem and relate it to job satisfaction.
- Distribute and use Handout 2.
- Have students discuss the relationship between career and personal stress.
- Have students discuss strategies they could take to increase self-satisfaction in their career as a student.
- Discuss burnout and how to combat it.
- Have students complete Assignment Sheet 8.

Objective 18

- If possible, allow students to attend a continuing education event.
- Present information on your state's requirements for continuing education.
- Invite an experienced nurse to discuss how she or he has benefitted from continuing education.
- Provide information of various methods of completing continuing education requirements and the variety of subject matter.

Objective 19

- This is a good chance for students to discuss their own experiences and tie other unit objectives to job success.
- Have students review Assignment Sheet 1 and complete Assignment Sheet 9.

APPLICATION

Objective 20

- Stress that personal habits can be changed, usually in 4-6 weeks. Encourage students to prepare a strategy and change habits before entering the job market.

- Use Assignment Sheet 1 to have students evaluate personal habits associated with career success.

Objective 21

- Invite a representative from a local business that prepares resumés to discuss common layouts and resumé styles.

- Purchase samples of various types and colors of resumé paper and envelopes from copy shops. Discuss the impression each would make.

- Stress honesty and neatness in resumé preparation.

- Suggest computer-generated resumés that can be customized and updated easily.

- Use Assignment Sheet 2 to have students prepare a resumé.

Objective 22

- Stress that the cover letter is normally the first impression the applicant makes. Stress the need for neatness, proper grammar and spelling, and a professional tone.

- Have students write cover letters to several different types of jobs.

- Use Assignment Sheet 3 to have students write a cover letter.

Objective 23

- The forms included are common application forms. They may be replaced with local medical facility center forms.

- Have students survey good and bad examples and discuss why they are or are not helpful.

- Have students compile a list of information and use it as a reference. Explain that in many cases, they will be expected to complete the application form at the time it is given to them. By preparing a reference beforehand, they can complete the form without guessing or leaving blanks.

- Use Assignment Sheet 4 to have students complete an employment application.

Objective 24

- Have students write a variety of follow-up letters, reflecting a variety of situations: a job you may not want; an interview that went very well; a job you know you didn't get.

- Use Assignment Sheet 5 to have students write a follow-up letter.

Objectives 25 and 26

- Have students compile their own evaluation forms based on their values.

- Use Assignment Sheet 6 to have students evaluate a job offer.

- Use Assignment Sheet 7 to have students compare job opportunities.

Objective 27

- Have students role-play several scenarios. Include chances for students to act as the supervisor.

- Introduce the possibilities of budget restraints and job performance that does not merit a raise. Discuss how these situations can be handled to everyone's benefit.

- Use Assignment Sheet 8 to have students prepare for success in asking for a raise.

Objective 28

- Provide several samples and have students try to determine the mood of the resignation.

- Allow students to use their imaginations and relax. Ask them to write a letter of resignation for taking the garbage to the curb or working on Saturdays.

- Use Assignment Sheet 9 to have students write a letter of resignation.

Objective 29

- If possible, have students use a real telephone. In the best case, they will not be able to see the people they are talking to.
- Use Job Sheet 1 to have students use a telephone to arrange a job interview.
- If possible, have a professional conduct the interview.
- Have students determine the strengths and weaknesses they displayed.
- Video taping the interviews and allowing students to study themselves afterwards may be more effective then critiquing.
- Use Job Sheet 2 to have students participate in a job interview.

EVALUATION

Pretest

- Pretest qualifying students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Practical test

- Explain to students that they will be asked to demonstrate procedures on the job sheets to complete the practical test.
- Describe the rating scale used on the practical test.
- Reteach and retest as necessary.

Written test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.

- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

NOTE: The following audiovisual materials are available to Oklahoma teachers on a free-loan basis from the Resource Center, Oklahoma Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-State teachers must order these films from other distributors.

- *How Do I Find a Job?* 1/2" VHS, Color, 13 min., 1983, Agency for Instructional Tech. The host presents advantages and disadvantages of several ways to find job openings. Joe telephones to follow up on an opening for a mechanic. On his first try, he is nervous and ill-prepared. He does much better when he has planned what he will say. Order No. VO31.
- *Opening Doors.* 1/2" VHS, Color, 13 min., 1983, Agency for Instructional Tech. The host explains that job seeking is easier if the seeker is prepared with a job history, a letter of application, and references or recommendations. Pete learns from a personnel director how to organize these materials and use them in applying for a job. Order No. VO32.
- *The Application.* 1/2" VHS, Color, 11 min., 1983, Agency for Instructional Tech. The host explains that the application represents the applicant to the employer. Susan and Alan illustrate how poorly prepared applicants can make a bad impression. Lucy arrives on time with a pen and complete information, fills out the form properly and truthfully, and carefully reviews it before returning it. Order No. VO33.

- *The Interview.* 1/2" VHS, Color, 11 min., 1983, Agency for Instructional Tech. Mrs. Hinson interviews Lucy for a clerical job and Tim for a maintenance one. Both candidates demonstrate proper interview behavior. Order No. VO35.

- *Learning by Experience.* 1/2" VHS, Color, 10 min., 1983, Agency for Instructional Tech. The host points out that finding the right job takes time and persistence. Steve and his wife Ann review his efforts and find some things he could do better to improve his chances next time.

- *You Have a Job Offer—Now What?* 1/2" VHS, Color, 12 min., 1983, Agency for Instructional Tech. Marcie and Diana consider the pros and cons of a sales job each has been offered. The host explains gross and net pay and common deductions. Joe and his wife Gail review their deductions to understand his paycheck. Order No. VO37.

- *Poise: The Art of Job Interviewing.* 1/2" VHS, Color, 15 min., 1987, Bob Bennet Videos. The tactics used in having a good job interview are very important in actually getting the job. This video will demonstrate the incorrect and correct ways to prepare yourself and conduct yourself during a job interview. It will also give some basic interviewing procedures. Order No. V120.

- *Your New Job.* 1/2" VHS, Color, 17 min., 1985, Barr Films. It's Michelle's first day on her first full-time job. She's excited and scared. She quickly learns that standards of punctuality, personal cleanliness, and dress are basic considerations. She will learn responsibilities such as attentive organizational skills, how to keep a personal filing system and calendar, how to take notes, and how to use the business phone. Order No. V132.

- *Job Hunt: Staying on Track.* 1/2" VHS, Color, 7 min., 1989, University of Wisconsin-Madison. Job hunters first focus on themselves and the work world to choose their direction. They then explore ways to stay organized, motivated, and on track while looking for a job. Viewers will discover the different ways to use the same methods most effectively. People entering the job market and adults who are in career transitions will be interested in this. Order No. V393.

- *Job Interview: Tipping the Odds.* 1/2" VHS, Color, 8 min., 1989, University of Wisconsin-Madison. The video relates job interviews to a game of skill. While there is an element of chance involved, developing the necessary skills and using them effectively will lead to success. This video describes how to prepare for the interview and review how it went afterwards, including what to consider when offered a job. Order No. V394.

Publications

- *Allied Health Careers.* Oklahoma Department of Vocational and Technical Education, Stillwater, Oklahoma, 1987.
- Hill, Signe S. and Helen A. Howlett. *Success in Practical Nursing.* W.B. Saunders Co., Harcourt Brace Jovanovich, Inc., Philadelphia, 1988.
- Parker, Yana. *The Damn Good Resumé Guide.* Ten-Speed Press, Berkeley California, 1989.
- Parker, Yana. *The Resumé Catalog.* Ten-Speed Press, Berkeley California, 1988.
- Rittiger, P.J. *The Allied Health Professional's Job-Hunting Guide.* Prentice-Hall, Englewood Cliffs, New Jersey, 1989.
- *Successful Living Skills, Effective Employment Practices.* Oklahoma Department of Vocational and Technical Education, Stillwater, Oklahoma, 1988.

UNIT REFERENCES

- *Allied Health Careers.* Oklahoma Department of Vocational and Technical Education, Stillwater, Oklahoma, 1987.
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- Hill, Signe S. and Helen A. Howlett. *Success in Practical Nursing.* W.B. Saunders Co., Harcourt Brace Jovanovich, Inc., Philadelphia, 1988.

- Potter, Beverly J. *Preventing Job Burnout: Transforming Work Pressures into Productivity.* Crisp Publications, Los Altos, California, 1987.
- Rittiger, P.J. *The Allied Health Professional's Job-Hunting Guide.* Prentice-Hall, Englewood Cliffs, New Jersey, 1989.
- *Successful Living Skills: Effective Employment Practices.* Oklahoma Department of Vocational and Technical Education, Stillwater, Oklahoma, 1988.

An L.P.N. Is*

by
Earl B. Pepmiller, O.T.R.

T	O	U	G	H	D	I	A	P	R	E	D	S	U
P	X	F	C	D	E	Z	I	N	A	G	R	O	N
R	L	I	C	E	N	S	E	D	D	F	D	A	E
O	A	F	P	F	R	I	E	N	D	L	Y	R	A
F	Y	A	C	A	R	E	F	U	L	F	O	T	T
E	O	I	B	E	E	Y	D	L	O	B	U	I	I
S	L	R	P	U	N	C	T	U	A	L	Z	C	N
S	C	O	O	P	E	R	A	T	I	V	E	U	T
I	B	L	U	F	R	E	E	H	C	L	J	L	E
O	E	V	I	T	P	E	C	R	E	P	V	A	L
N	E	D	U	C	A	T	E	D	V	L	M	T	L
A	S	U	O	E	G	A	R	U	O	C	R	E	I
L	C	I	T	S	A	I	S	U	H	T	N	E	G
E	L	B	I	S	N	O	P	S	E	R	C	N	E
K	X	L	W	T	N	E	D	I	F	N	O	C	N
C	R	E	A	T	I	V	E	G	M	R	I	F	T
C	A	L	E	A	R	N	I	N	G	N	E	P	O

Can you find these words in the puzzle?

articulate
cheerful
courageous
enthusiastic
friendly
licensed
open
professional
tough
bold
confident
creative
fair
intelligent
loyal
organized
punctual
careful
cooperative
educated
firm
learning
neat
perceptive
responsible

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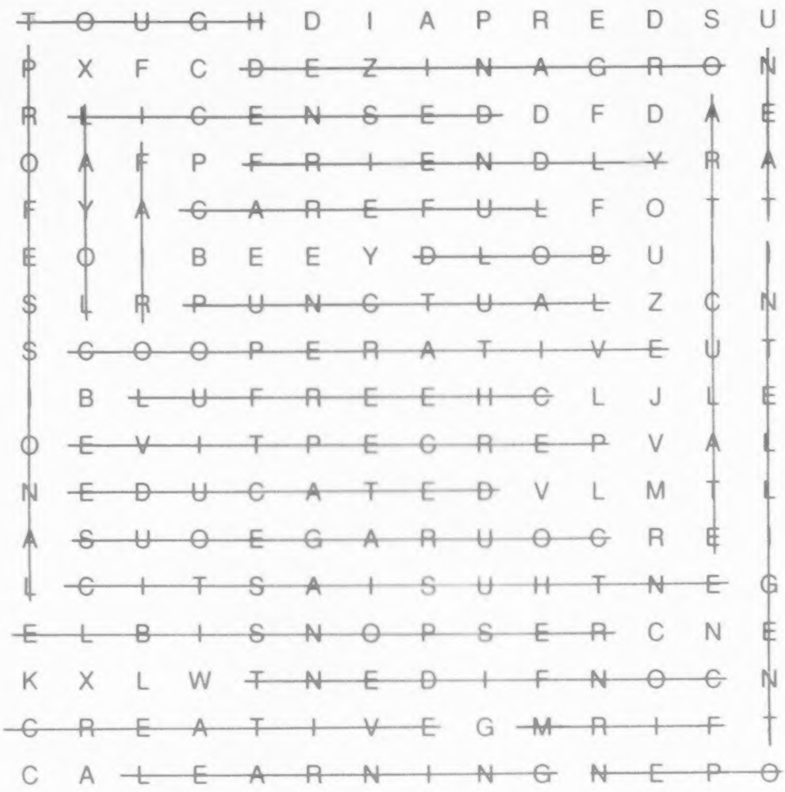
Answers to "An LPN Is"



T	O	U	G	H	D	I	A	P	R	E	D	S	U
P	X	F	C	D	E	Z	I	N	A	G	R	O	N
R	L	I	C	E	N	S	E	D	D	F	D	A	E
O	A	F	P	F	R	I	E	N	D	L	Y	R	A
F	Y	A	C	A	R	E	F	U	L	F	O	T	T
E	O	I	B	E	E	Y	D	L	O	B	U	I	I
S	L	R	P	U	N	C	T	U	A	L	Z	C	N
S	C	O	O	P	E	R	A	T	I	V	E	U	T
I	B	L	U	F	R	E	E	H	C	L	J	L	E
O	E	V	I	T	P	E	C	R	E	P	V	A	L
N	E	D	U	C	A	T	E	D	V	L	M	T	L
A	S	U	O	E	G	A	R	U	O	C	R	E	I
L	C	I	T	S	A	I	S	U	H	T	N	E	G
E	L	B	I	S	N	O	P	S	E	R	C	N	E
K	X	L	W	T	N	E	D	I	F	N	O	C	N
C	R	E	A	T	I	V	E	G	M	R	I	F	T
C	A	L	E	A	R	N	I	N	G	N	E	P	O

ARE YOU BURNING OUT?*

Review your life over the last six months, both at work and away from work. Then read each of the following items and rate how often the symptom is true of you.

1 = rarely

2 = sometimes true

3 = often true

4 = frequently true

5 = usually true

______1. I feel tired even when I've gotten adequate sleep.

______2. I often feel dissatisfied.

______3. I feel sad for no apparent reason.

______4. I am forgetful.

______5. I am irritable and snap at people.

______6. I am withdrawn.

______7. I have trouble sleeping.

______8. I get sick a lot.

______9. My attitude about work is "why bother."

_____10. I get into conflicts with others.

_____11. My job performance is not up to par.

_____12. I use alcohol and/or drugs to feel better.

_____13. Communicating with others is a strain.

_____14. I can't concentrate like I once could.

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______15. I am easily bored.

______16. I work hard but accomplish little.

______17. I feel frustrated.

______18. I don't like going to work.

______19. Social activities are draining.

______20. Sex is not worth the effort.

Scoring:

20-40 You're doing well.
41-60 You're okay if you take preventative action.
61-80 You're a candidate for burnout.
81-100 You're burning out.

INFORMATION SHEET

DEVELOP TECHNIQUES FOR CAREER SUCCESS

VII

OBJECTIVE 1

Match terms associated with developing techniques for career success to their definitions.

- **Application** — A form provided by a prospective employer and completed by a job applicant that details the applicant's work and education history and other information
- **Benefits** — Payments or other compensation made by an employer in addition to wages or salaries

  EXAMPLES: Sick leave, insurance, continuing education
- **Career** — The long-range field of employment an individual chooses
- **Continuing education** — Training or education for those already working in the field

  NOTE: Continuing education is used to keep employees up-to-date and to introduce new techniques.
- **Cover letter** — A letter written by a job applicant and mailed, with a resumé, to a prospective employer
- **Interview** — A face-to-face discussion between a prospective employer and job applicant
- **Job** — A position of employment
- **Resumé** — (REZ-uh-may) A prepared list of skills, training, and job experience
- **Resignation** — Notice that an employee is leaving his or her job

OBJECTIVE 2

List areas of employment available for LPN's.

LPNs can find jobs in the following:

- Physicians' offices
- Industries

- Health institutions (hospitals, nursing homes, clinics)
- Schools
- Private duty in hospitals or homes
- Summer camps
- Public health departments
- Military services
- Volunteer groups
- Hospices
- Insurance companies
- Medical equipment sales
- Veterinary medicine
- Home health care agencies

  NOTE: Home health care agencies may require one year of experience.

OBJECTIVE 3

Select from a list guidelines for taking the state board exam.

You will be more successful in taking the state board exam if you follow these guidelines:

- Before the published deadline, complete and file appropriate application forms for certification by examination with the Oklahoma Board of Nursing.
- Review for the examination, using an effective system.
- Prepare yourself physically and mentally for the day of the examination.
- Bring appropriate admission forms sent to you by the Oklahoma Board of Nursing with you to the test site. Without them you will not be admitted to the examining room.

- Carefully read all directions for the test so that you will understand each procedure, including scoring rules, penalties for incorrect answers, and time limits.

- Try to relax as you take the examination; read the major stem of each question carefully to make sure that you understand the key points of the question.

- Leave the examination with the positive thought that you did the best you could do.

OBJECTIVE 4

Discuss criteria for licensure.

Original licensure

- Licensure examinations are administered by each state.

- Required scores and scoring methods vary from state to state.

- Requirements other than examination results, such as education and practical training, are set by the state and must be completed in addition to examination.

Licensure by endorsement

- A license to practice as a licensed practical nurse may be issued by the Oklahoma Board of Nursing without written examination to a person duly licensed in another state if the applicant meets the requirements of the endorsing state.

- Applicants from foreign countries must be able to write, speak, and understand English, in addition to other requirements set by the Oklahoma Board of Nursing.

- Application for license by endorsement in another state should be made to the Oklahoma Board of Nursing.

- A temporary license must be obtained if the applicant wants to be employed as a nurse pending issuance of the permanent license.

License renewal

- Licenses are issued for a certain period of time in each state. The period in Oklahoma is 2 years.

  NOTE: Licensure periods vary from state to state.

- Application for renewal is mailed to the licensed nurse at the last known address.
- A license that has lapsed may be reinstated when a reinstatement fee is paid in addition to the current annual fee.
- A licensed nurse who does not wish to practice nursing may request in writing to be placed on an inactive list.
- Earning a specified number of continued education units (CEUs) is mandatory for license renewal in some states.
- Licenses may be revoked for a number of reasons according to the rules and regulations of the Nursing Practice Act and by the Oklahoma Board of Nursing.

  EXAMPLES: Allowing an unqualified person to perform a medical procedure.

  Negligent patient care.

OBJECTIVE 5 **Complete statements about LPN responsibilities related to career success.**

LPNs are expected to fulfill the following responsibilities:

- Maintain nursing license as outlined by the Oklahoma Board of Nursing.
- Follow all guidelines set by the Oklahoma Board of Nursing and the Nursing Practice Act.
- Uphold standards of nursing care to provide consistent, safe, quality care of patients.
- Become a model of professionalism in dress, act, and demeanor.
- Become an active member in your professional organizations.

- Keep current in your profession by taking the opportunities available to learn new skills and knowledge.
- Continue to further your education and practice by moving up the educational career ladder.
- Maintain an open mind at all times by striving to be nonjudgemental.
- Protect yourself in all practices by performing only procedures in which you are skilled.
- Obtain personal liability insurance.
- Realize the importance of documenting all procedures, equipment used, and patient responses.

OBJECTIVE 6 **Select from a list characteristics that employers look for in an employee.**

Employers look for certain traits in employees, including:

- The ability to learn institutional procedures and policies.
- The ability to perform work safely and accurately.
- Initiative to take advantage of continuing education opportunities, including the review of professional journals to learn new procedures.
- Dependability to be at work on time whenever scheduled.
- Knowledge of all skills required for the job and willingness to learn new skills.
- Efficiency in planning work time carefully and using equipment properly.
- Cooperation with all fellow employees.
- Honesty.
- Confidentiality.

OBJECTIVE 7

Arrange in order steps to take in finding and securing a job.

When finding a job, a strategy will help you locate the best job in the shortest amount of time. Take these steps in this order:

1. Write down a complete self-inventory.
2. List personal strengths you can offer an employer.
3. Survey job opportunities.
4. Make a list of compatible employer possibilities.
5. Make a list of possible contacts to help you in your job search.
6. Prepare a resumé.
7. Ask friends to notify you about job openings.
8. Contact a job placement counselor or employment agency.
9. Write cover letters and mail resumés to potential employers.
10. Prepare for interviews.
11. Write follow-up letters.
12. Compare job offers.
13. Accept the job offer of your choice.
14. Resign from your current job with sufficient notice.

OBJECTIVE 8

List sources for locating employment opportunities.

You may find jobs through any of these sources:

- Other people

  NOTE: Other people are the most effective resources for finding jobs.

- Newspapers
- Employment agencies

- Former employers
- Health facility personnel offices
- School placement services
- Professional journals and newsletters
- Nurse's registry
- Temporary agencies

OBJECTIVE 9

Distinguish between private and public employment agencies.

There are two types of employment agencies.

Private agencies

- Require a signed contract between employee and employer
- Are usually licensed and bonded
- May provide additional benefits to the employee
- Are controlled by state laws
- May be certified for federal and state reimbursements
- May charge a placement fee

Public agencies

- Do not charge placement fees for services
- Are supported by state or federal government funds
- Are controlled by state laws
- Give helpful aptitude tests and counseling if needed

OBJECTIVE 10

Complete statements about guidelines for telephoning for an interview appointment.

- Plan what you want to say in advance.
- Know the name of the employer or the interviewer.
- Call during regular business hours.
- State your name clearly; spell it if necessary.
- Speak confidently, clearly, and distinctly. Be courteous and businesslike.
- Request a personal interview; state which job you wish to apply for.
- Be certain of the date, time and place of the appointment, and write down the pertinent information.
- Make the conversation brief and to the point; thank the person for the appointment.

OBJECTIVE 11

State the five guidelines for dressing for an interview.

First impressions are important. Your appearance when job hunting must be professional. Follow these guidelines:

- **Consider the type of job**. A suit or dress is appropriate to apply to a hospital, private clinic, or school. More casual clothing may be more appropriate when applying at a children's camp.
- **Dress to fit the salary range of the job.** Look like you already fit in. If clothing is too expensive, employees may feel you expect or require more than the job pays. If clothes are cheap or wearing out, employees may feel you can't meet the agency's standards.
- **Coordinate clothing.** A coordinated outfit, including shoes, belts, and other accessories helps you project an image of professionalism and attention to detail. Wearing uncoordinated clothing may make the interviewer think you will be a careless employee.

- **Be conservative and modest.** Trends are fine in some settings, but when dressing for an interview you want to appear serious and stable.

- **Be well-groomed.** Prospective employers want an employee who is serious about getting the job. They may believe an applicant who doesn't take time to have clean hair, fingernails, and clothing, won't take time to make sure the job is well done either. On the other hand, a well-groomed applicant is more likely to take pride in his or her work.

OBJECTIVE 12

Select from a list documentation needed when applying for a job.

When you apply for a job, you should have the following documents:

- Personal data sheet, or resumé

- Letter of application or application form

  NOTE: Some places ask for evidence of education, such as transcripts, or competency profiles.

- License certificate

- List of personal references: names, addresses and phone numbers

- Social Security card and one other piece of identification

OBJECTIVE 13

Choose the words or phrases that complete statements about preparing for a job interview.

Prepare for interviews by taking the following steps:

- Learn what you can about the institution or office.

  EXAMPLE: If you are applying at an osteopathic hospital, go to a library and get a book on osteopathy. A reference librarian can help you find out about institutions, corporations, etc.

- Assemble necessary papers.

- Know what you have to offer.

- Know why you want to work for the institution or office.
- Get a good night's rest.
- Dress appropriately.
- Arrive on time or no more than 15 minutes early.
- Use appropriate titles.
- Tell the receptionist or secretary your name, whom you are to see, why you are there, and the time of your appointment.
- Maintain a composed, calm manner.
- Be courteous and friendly.
- Be prepared to fill out an employment application form.

OBJECTIVE 14 **List factors the employer evaluates during an interview.**

During an interview, employers look for the following:

General appearance

- Personal appearance and grooming
- General health condition
- Overall attitude

Manners and personality

- Level of maturity
- Friendliness and sense of humor
- Poise
- Initiative
- Enthusiasm

- Confidence
- Honesty and sincerity

Self-expression

- Ability to think and speak clearly
- Speaking voice, including diction and grammar
- Ability to ask intelligent questions and respond to questions

Personal interests and activities

- Interest in community activities
- Awareness of current events
- Recreational and cultural interests

Hobbies and interests

- Interest in community activities
- Awareness of current activities
- Recreational and cultural interests

Past work experience

- Previous occupations
- Salary levels
- Reason for leaving last employment

Education and personal preparation

- Interest in job requirements
- Willingness to accept responsibility
- Desire to continue education

OBJECTIVE 15

Choose the words or phrases that complete statements about guidelines for a successful interview.

Successful applicants present certain traits during their interviews.

- Act enthusiastic, attentive, and interested.
- Greet the interviewer by name; state your name and the job for which you are applying.
- Remain standing until invited to be seated.
- Use good posture.
- Speak freely, distinctly, and to the point.
- Answer questions directly and truthfully.
- Focus attention on your strong points; but admit limitations honestly.
- Be a good listener; maintain good eye contact.
- Use tact in asking for information that has been overlooked.
- Recognize when the interview is over; thank the interviewer, reemphasize your interest in the position, and leave courteously.
- Write a follow-up letter thanking the employer for the interview.

OBJECTIVE 16

List common employee benefits.

Some agencies provide full benefits; others may provide partial or few benefits. Benefits can compensate for salary considerations and should be figured as a part of the total salary amounts.

- Unemployment compensation or insurance

  NOTE: Unemployment insurance provides money through a state agency if you are laid off or unable to work due to the employer's circumstances.

- Worker's compensation

  NOTE: Protects you in case you are injured on the job

- Hospitalization, dental, and life insurance for the employee and dependents
- Uniforms
- Parking lot spaces
- Shift differential pay

  NOTE: Extra payment for working late night shifts

- Paid time off for vacations, holidays, coffee or rest breaks, sick leave
- Opportunity to belong to a credit union
- Subsidized cafeteria
- Medications and treatment at a discount
- Preemployment physical
- Continuing education programs
- Liability insurance

  NOTE: Insurance to cover expenses if you are sued for an action related to your job

- Merit pay

  NOTE: Increased salary for employees whose performance exceeds expectations

- Child care
- Adult parent care

OBJECTIVE 17

Select from a list ways to increase self-satisfaction in a career.

The best benefit of any job is self-satisfaction. To increase your self-satisfaction in your new job, take these steps:

- Have a positive attitude.
- Be enthusiastic.
- Keep an open mind.
- Read journals, newsletters, and textbooks pertaining to your profession.
- Join and be active in your professional organizations.
- Volunteer to attend any workshops or in-service programs that your institution might offer.

OBJECTIVE 18

List ways to continue education.

You can continue your education several ways:

- Attend in-service programs.
- Take courses at junior colleges or universities.
- Take courses offered by professional organizations.
- Take adult education courses in vocational and technical schools.

OBJECTIVE 19

State obstacles to career success.

Career success can be slowed by these obstacles:

- Low dedication to work ethic
- Poor human relations skills
- Poor attitude
- Lack of technical knowledge

8 COMMANDMENTS FOR SUCCESS*

There are no easy answers to getting ahead, in nursing or any other field. Yet, some nurses seem to keep moving up the ladder while others struggle for every step. These successful nurses were asked by Dr. Belinda Puetz to share some of their tips for success. Follow their suggestions to keep your career on the right track.

1. **Network.** Most successful nurses acknowledged that they couldn't do it alone. All said they had carefully created and well-tended networks of colleagues within and outside of the profession. And they helped others in return.
2. **Follow up.** Consistently, promptly, and accurately doing what you say you will do rated high on the list of "musts."
3. **Know your business.** People who are in the know are sought out for their expertise and they never lack for topics of conversation when networking.
4. **Demonstrate regard for others.** Positive regard for others—caring—was mentioned often as a key strategy for success in a job or in a career.
5. **Do good—and tell others about it.** None of my successful colleagues is shy. They feel good about what they do, and they think others should be proud of their accomplishments, too. They encouraged sharing good fortune and credit when due.
6. **Focus on others.** Couple enthusiasm about what you've done with a genuine interest in the other person.
7. **Structure win-win situations.** The successful individual leaves a trail of satisfied contacts. Being territorial or engaging in turf wars results in enemies, not alliances and assistance.
8. **Maintain confidentiality.** Loose lips never win allies or friends. Keeping trust is a critical element of success.

Finally, be patient. Career success doesn't happen overnight. Getting to the top in nursing, as in any other career, takes time and effort. There's no quick fix, but perhaps knowing what other successful nurses identify as traits they found essential in their own attainment of success will help you, too.

*Reprinted from Puetz, Belinda E. 1990, The Eight Commandments of Success, *Rehabilitation Nursing, Volume 15,* No. 4, with permission of the Association of Rehabilitation Nurses. Copyright © 1990 by the Association of Rehabilitation Nurses.

COVER LETTERS

Paragraph 1

Introduction: Tell them what you want.

EXAMPLES:

- I am writing you concerning the advertisement for a medical record technician advertised in the *Pawhuska Journal Capital* on Thursday, June 4.
- This letter is to explore the opportunities for employment at St. George's Medical Center. Enclosed you will find a resumé which details my educational and employment background.

Paragraph 2

Why me?

The second paragraph is the most important in a cover letter. In it, the writer explains why he or she should be considered as an employee. This is where the applicant lists special talents or training. It is where the applicant sells himself or herself.

Paragraph 3

Thank you.

The closing. Requests further contact and thanks reader for his/her time.

APPLICATIONS

1. Be honest.

2. Be sure all information is accurate.

3. Proofread carefully. Be sure all spelling and grammar is proper. Ask for help and use references.

4. Do not use abbreviations.

5. Answer all questions completely. Do not write "See resumé" or leave blanks. Where information is not applicable to you, such as military service, write "N/A" or not applicable.

6. Use only blue or black ink—never colored ink or pencil.

7. Bring information with you. Write the names, addresses, and telephone numbers of references; dates and addresses of former employers; salary history; and other information on a sheet of paper and bring it with you.

8. List only amounts you were making when you left jobs, not your pay when you were hired.

9. If the application includes a question about what you are willing to work for, it is best to list "Open" or "Negotiable." Listing an amount may underprice you or overprice you. Salary negotiation should take place during the interview.

10. When discussing past jobs, be positive, polite, and diplomatic. For example, instead of giving negative information about your former employer, say you are looking for a more satisfying job or better working conditions. Under no circumstances should you say anything negative about your former employers, even when it's true.

11. Resumés should look nice. If typewritten, be sure the typing element is clean and the type is easy to read. Avoid script typefaces. If done on a computer or word processor, use only letter-quality, laser jet, or daisy-wheel printers. Dot matrix type may be difficult to read and may appear unprofessional.

12. Resumé paper should be white, pastel, or neutral-colored and should be 8 1/2" x 11". Paper for the resumé, cover letter, and envelope should all match.

13. Limit your resumé to one side of one piece of paper. Remember that the resumé is not to get you the job, it is to get you the interview. List the most important information, then sell yourself in person.

14. Resumés are written in "bullet" form. This means that instead of sentences, phrases are used. All phrases should begin with verbs.

    EXAMPLE: Education

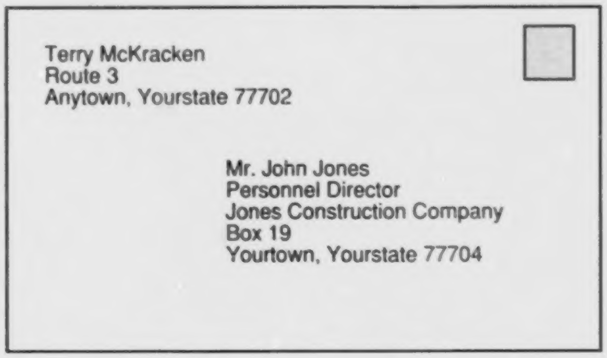
    - Graduated Bartlesville College High School, 1976
    - Graduated Indian Meridian Vocational Technical School, Licensed Practical Nurse Courses, 1982
    - Attended Southwest Regional HOSA Conference on Team Nursing, 1984

15. You are not required to provide personal information on a resumé. Age, weight, marital status, number of children, race, sex, sexual preference, health, etc. do not affect your ability to do the job and should not be offered on the resumé. In most cases, these questions may not be asked on the application or in the interview. This is privileged information that you may provide if you wish, but it could be used to exclude you from consideration.

FOLDING AND ADDRESSING LETTERS

Address a legal sized envelope

(NOTE: Be sure to type the address *exactly* the same as the inside address of the letter.)

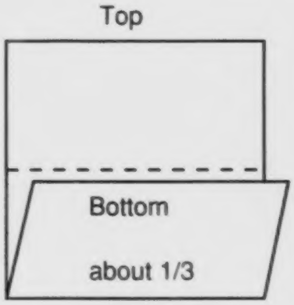


Terry McKracken
Route 3
Anytown, Yourstate 77702

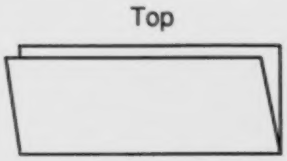
Mr. John Jones
Personnel Director
Jones Construction Company
Box 19
Yourtown, Yourstate 77704

Fold letter

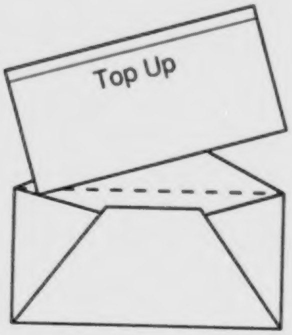
1. Fold about one-third of the page from bottom up.

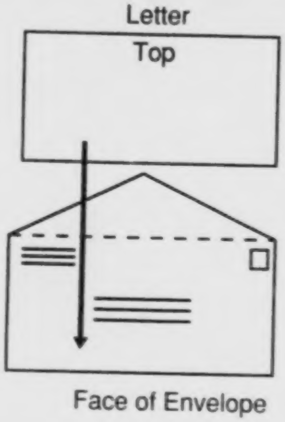


2. Make second fold from bottom to within 1/16 inch from top.



3. Insert letter into envelope so that top edge of letter is toward the top of envelope.




Letter
Top
Face of Envelope

COMMON INTERVIEW QUESTIONS

1. Where did you go to school? When did you graduate?
2. Did you earn any of your own expense money while in school?
3. Why did you leave your previous jobs?
4. What did you like best and what did you like least about your classes?
5. What did you like best and what did you like least about your last job?
6. What books have you read lately? What are your favorite magazines?
7. What do you expect to be doing five or ten years from now? What is your chosen field of work?
8. At what salary do you expect to start?
9. What are some of your special abilities? What skills do you possess? What tools or equipment can you operate?
10. How would you rate your training for this job?
11. What personal characteristics do you think are needed to succeed in your career?
12. In what area do you need the most improvement?
13. Do you like to work with other people or alone?
14. Do you have any questions you want to ask us?
15. Do you think your extracurricular activities are well worth the time you devote to them?
16. How could you contribute to our organization? Why should we hire you?

17. Tell me about your family and any plans for marriage or further education.

    NOTE: There are some questions, such as marital status, age, children, or religion that legally you do not have to answer. If you think these may be asked, decide how you plan to answer them.

18. For what other jobs have you applied?

19. Do you have any military obligations to fulfill?

20. Give us an example of a project you finished under pressure.

21. May we contact your last employer?

22. How many people have you supervised at work or through organizations of which you are a member?

23. How do you feel about the progress you have made in terms of salary?

24. Would you be able to work weekends?

25. If you could start school or work over again, what would you do differently?

26. What is your school attendance record?

27. Have you done the best school work of which you are capable?

28. Do you require supervision?

29. Does criticism disturb you?

30. What motivates you?

31. Would you be willing to relocate?

32. What size city do you prefer?

33. Have you saved any money?

34. Define cooperation.

35. What job with our company would you choose if you were entirely free to do so?

36. How do you feel about working overtime?

37. Would you be willing to take a drug test?

ACCEPTABLE AND UNACCEPTABLE PRE-EMPLOYMENT INQUIRIES UNDER EEO GUIDELINES

Prospective employers are prohibited by law from asking questions to determine an applicant's sex, age, ethnic origin, religious preference, marital status, or impairments unrelated to performing the job. Sometimes an interviewer may try to determine illegal information by disguising the question. You are not required by law to answer these questions; but, of course, the refusal may affect your success. Think about the areas listed below and find diplomatic answers that will satisfy an interviewer without putting you in jeopardy. For example, after the interview, one interviewer casually asked an applicant, as if in conversation, "Do you have children?" The woman rightfuliy believed that had she told the truth, that she had four children, the interviewer would assume that she would miss a lot of work. The applicant was prepared for the question and replied, "Yes, I have children and I have a very good babysitter who is reliable and doesn't miss days," and immediately asked the interviewer a question to discourage any further discussion.

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ACCEPTABLE AND UNACCEPTABLE PRE-EMPLOYMENT INQUIRIES UNDER EEO GUIDELINES

Subject	**Acceptable**	**Unacceptable**
Name	For access purposes, whether applicant's work records are under another name.	To ask if a woman is a Miss, Mrs. or Ms., or to ask for maiden name.
Residence	a) Place and length of current and previous addresses b) Applicant's phone number or how applicant can be reached.	None.
Age	After hiring, proof of age by birth certificate.	a) Age or age group of applicant. b) Birth certificate or baptismal record before hiring.
National Origin	None.	a) Birthplace of applicant, parents, grandparents, or spouse. b) Any other inquiry into national origin.
Race	Race for affirmative action plan statistics, after hiring.	Any inquiry that would indicate race or color.
Sex	Inquiry for affirmative action plan statistics after hiring.	Inquiry which would indicate sex unless job-related.
Religion or Creed	None.	a) Religion or religious customs and holidays. b) Recommendations or references from church officials.
Citizenship	a) Whether a U.S. citizen. b) If U.S. residence is legal. c) Require proof of citizenship, after hiring.	a) If native-born or naturalized. b) Proof of citizenship before hiring. c) Whether parents or spouse native-born or naturalized. d) Date of citizenship.

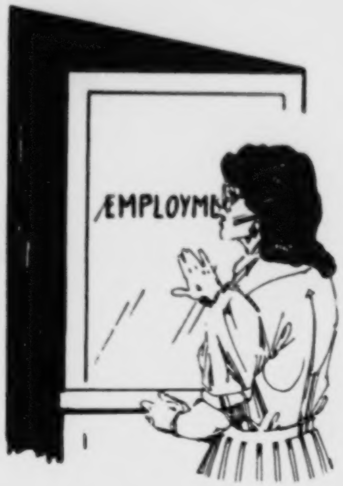
Subject	Acceptable	Unacceptable
Marital Status	a) Status (only married or single) after hiring for insurance and tax purposes. b) Age of spouse and number and ages of dependents after hiring for insurance and tax purposes.	a) To ask marital status before hiring. b) to ask the number and age of children, who cares for them, and if applicant plans to have children.
Military Service	a) Service in the U.S. Armed Forces, including branch and rank attained. b) Any job-related experience. c) Require military discharge certificate, after hiring.	a) Military service records. b) Military service for any country other than U.S. c) Type of discharge.
Education	a) Academic, professional, or vocational schools attended. b) Language skills, such as reading and writing foreign languages.	a) Nationality, racial or religious affiliation of schools attended. b) How foreign language ability was acquired.
Criminal Record	Listing of convictions other than misdemeanors.	Arrest record.
References	General and work references not relating to race, color, religion, sex, national origin or ancestry.	References specifically from clergy or any other person who might reflect race, color, religion, sex, national origin or ancestry.
Organizations	a) Organizational membership — professional, social, etc. so long as affiliation is not used to discriminate on the basis of race, sex, national origin or ancestry. b) Offices held, if any.	Listing of all clubs applicant belongs to or has belonged to.
Photographs	May be required after hiring for identification purposes.	a) Request photographs before hiring. b) To take pictures of applicants during interview.

	Acceptable	**Unacceptable**
Work Schedule	a) Willingness to work required work schedule. b) Whether applicant has military reservist obligations.	Willingness to work any particular religious holiday.
Physical Data	a) To require applicant to prove ability to do manual labor, lifting and other physical requirements of the job, if any. b) Require a physical examination.	To ask height and weight, impairment or other non-specified job-related physical data.
Handicap	To inquire for the purpose of determining applicant's capability to perform the job. (Burden of proof for non-discrimination lies with the employer.)	To exclude handicapped applicants as a class on the basis of their type of handicap. Each case to be determined individually.
Other Qualifications	Any area that has a direct reflection on the job applied for.	Any non-job related inquiry that may present information permitting unlawful discrimination.

Sources: Civil Rights Act of 1964, Title VII, as amended; Equal Employment Opportunity Act of 1972; Education Amendment of 1972, Title IX; Age Discrimination in Employment Act of 1967; Equal Employment Opportunity Guidelines, 1978 and revisions.

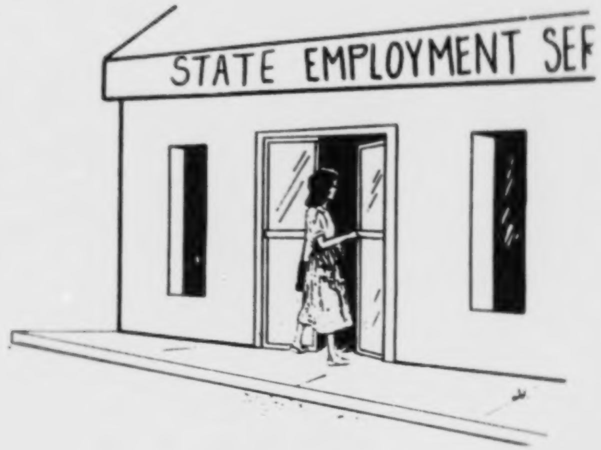
Help in Finding Jobs

PRIVATE AGENCY



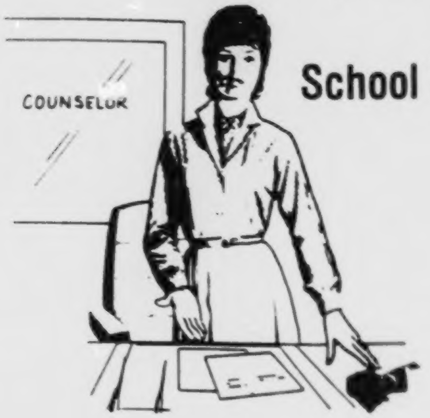
- Helps You Find the Right Job
- Finds Jobs that Will Fit You
- Requires that You Make an Appointment
- Charges a Fee for Its Services

PUBLIC AGENCY



- Does Not Charge a Fee for Its Services
- Is Supported by Citizens' Tax Dollars
- Finds Workers for All Types of Jobs
- Does Not Require that You Make an Appointment

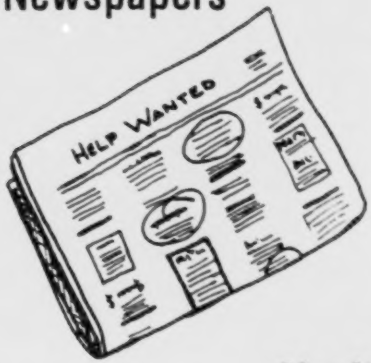
Help in Finding Jobs
(Continued)



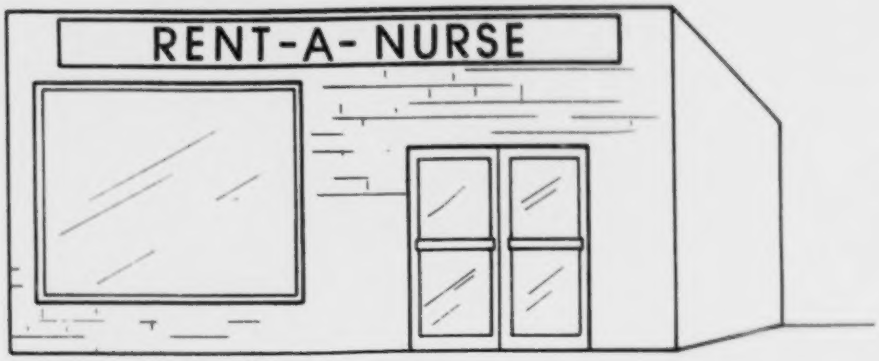
School Counselor

Friends and Relatives

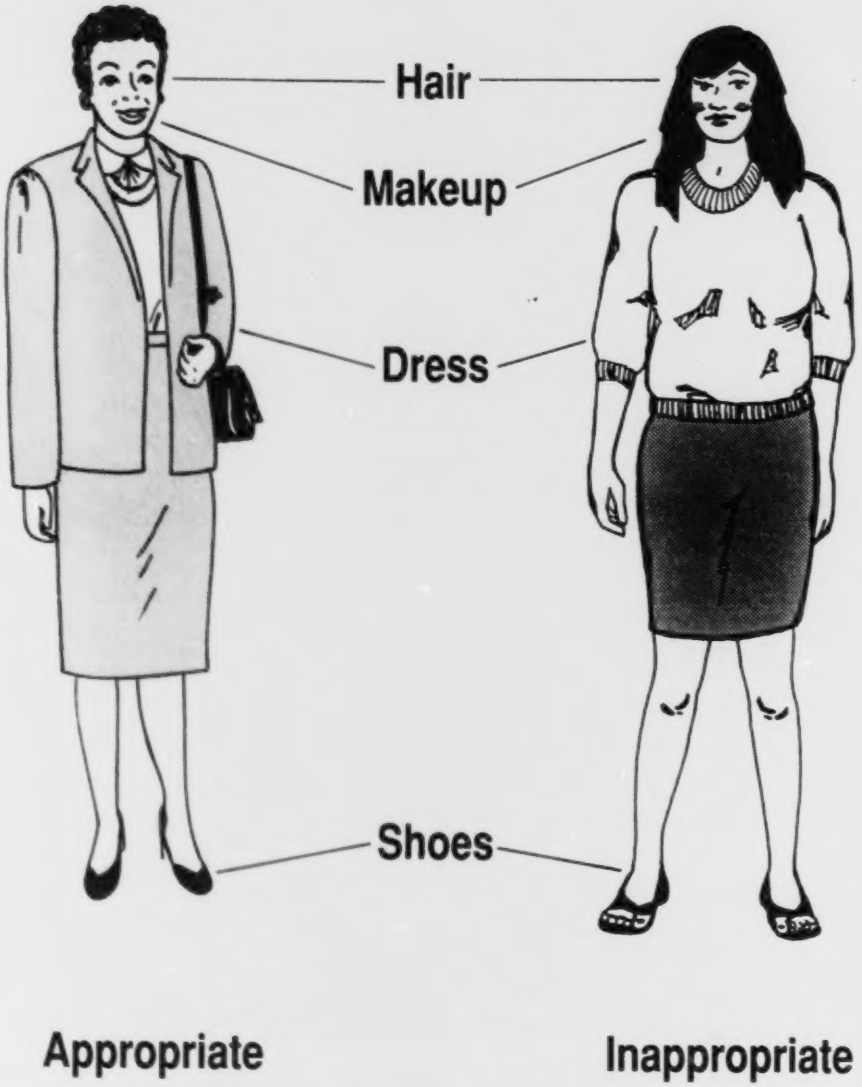
Newspapers


HELP WANTED

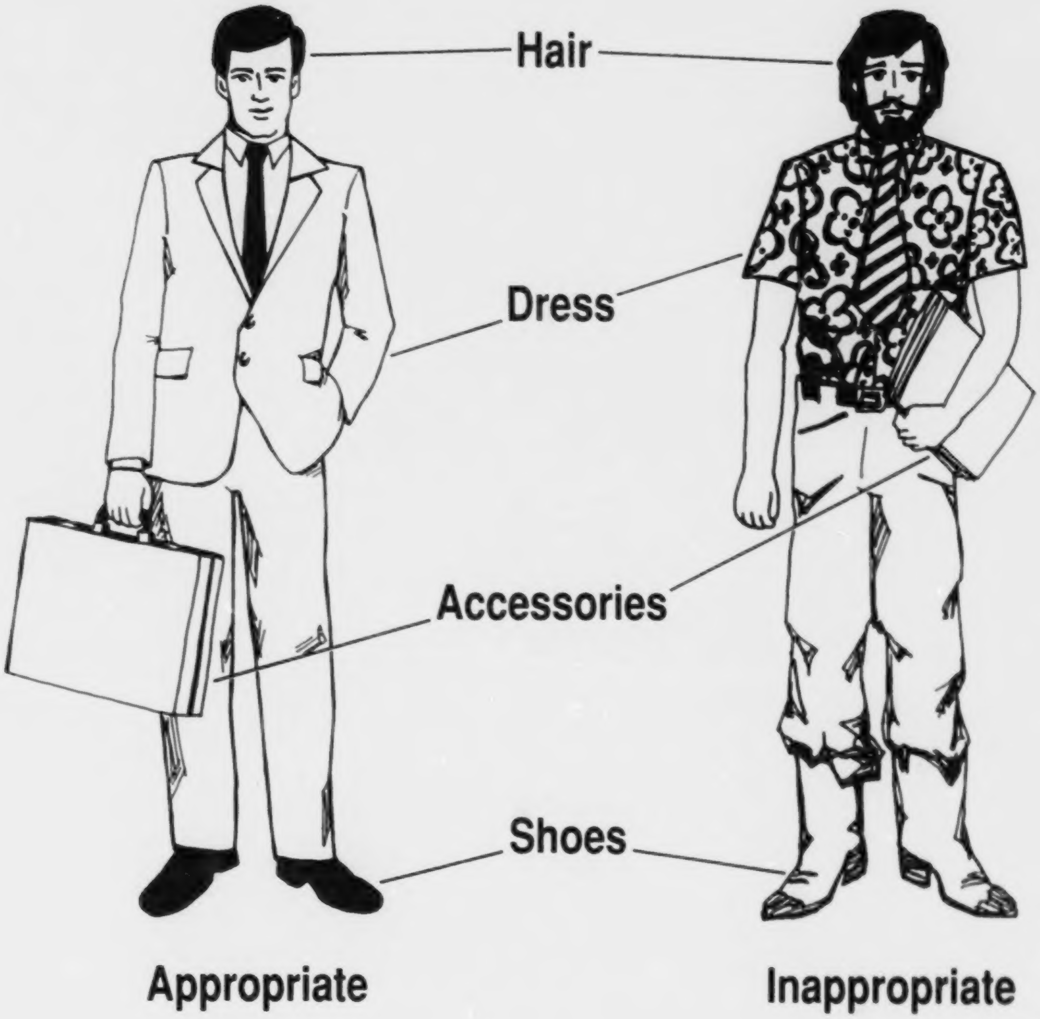
Health-Related Agencies


RENT-A-NURSE

Women


Hair
Makeup
Dress
Shoes
Appropriate
Inappropriate

Men


Hair
Dress
Accessories
Shoes
Appropriate
Inappropriate

ASSIGNMENT SHEET 1

DEVELOP TECHNIQUES FOR CAREER SUCCESS

VII

NAME ______________________________ SCORE ________

OBJECTIVE 20

Complete a self-inventory for career success.

INTRODUCTION

Getting a job is only part of the task of achieving job success. Finding the job that is right for you and taking steps to maintain satisfaction in your job are just as important. Use the assignments below to determine what does and does not meet your personal needs.

DIRECTIONS

Working Environment Checklist*

1. Make a check next to each item of the list below that you feel is important in your work environment.
2. Of those checked, underline the items you believe you MUST have for job satisfaction.
3. Of those underlined, circle the three items most important to you.

respect of co-workers
easy work
paid health benefits
paid education benefits
flexible schedule
very structured schedule
mostly clinical duties
mostly administrative duties
daylight hours
challenge at work
chance to supervise others
work in crisis situations
agreement with the facility's objectives
working under close supervision
feeling of accomplishment
promotion opportunities

chance to learn new things
lots of patient contact
little patient contact
job security
on-the-job prestige
adequate supervision
lack of supervision
chance to help others
location
pride in your work
friendly co-workers
lots of overtime
little overtime
few emergency situations
on-the-job competition
travel
education opportunities
working with little supervision

Reading Comprehension Skills
- React to written material

Functional Reading Skills
- Follow written instructions

Language Skills
- Use standard grammar, correct spelling, punctuation and capitalization
- State ideas clearly

General Relating Skills
- Identify personal values/attitudes
- Apply information to life experiences

Cognitive Activity Skills
- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions

---

*Source: P.J. Rittiger, *The Allied Health Professional's Job-Hunting Guide*, © 1989, pp. 2, 3, 4. Adapted by permission of Prentice Hall, Englewood Cliffs, New Jersey.

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Basic Skills (continued)

- Create a finished product (written, oral, practical)
- Evaluate results/ outcomes

Job Search/Selection Skills
- Analyze personal occupational aptitudes/preferences
- Develop personal career path

Job Acquisition/ Development Skills
- Develop self confidence/esteem

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Personal Characteristics Checklist *

1. Circle each trait that describes you.

2. If the circled trait makes you an asset to a prospective employer, write a "+" in front of it.

3. If the circled trait is a weakness, write a "-" in front of it.

active
conceited
leader
businesslike
clear thinking
arrogant
conscientious
cooperative
dependable
eager
unsympathetic
enterprising
wishy-washy
honest
kind
wimpy
natural
open-minded
dreamer
unrealistic
secretive
disloyal
sharp-witted
strong-willed
teachable
tough
understanding

accurate
bigoted
attractive
cautious
silly
competitive
conservative
creative
delusional
easy going
energetic
firm
formal
humorous
leisurely
methodical
bully
organized
persevering
practical
rational
reliable
judgmental
sympathetic
thoughtful
trusting
uninhibited

adaptable
affectionate
broadminded
cheerful
calm
confident
procrastinator
rude
discreet
efficient
cold
flexible
friendly
idealistic
loyal
meticulous
indecisive
snobbish
poised
prudent
reasonable
realistic
sincere
disorganized
tolerant
trustworthy
unethical

alert
aggressive
artistic
clever
unreliable
cool
sloppy
determined
dominant
emotional
fair
formal
healthy
informal
mature
modest
obliging
patient
polite
quiet
reflective
sensitive
spunky
tactful
greedy
uncaring
versatile

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WHY ARE YOU GOING TO WORK?

1. People work for money.

   I want to work to earn money for these reasons:

   ____

   ____

   ____

   ____

2. People work for prestige.

   I want people who see me at work to think:

   ____

   ____

   ____

   ____

3. People work for self-satisfaction.

   I want to know that I:

   ____

   ____

   ____

   ____

4. People work for social satisfaction.

At work, I want to be with other people because:

____

____

____

____

5. People work to fill a place in society.

I want to be useful by doing:

____

____

____

____

6. People work because of peers and family.

The people I care about expect me to:

____

____

____

____

7. People work for other personal reasons.

Other reasons I want to work are:

____

____

____

____

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Complete the following. File them away and check them in one year.

Personal Goals

1. My career goal for five years from today is:

   ____

2. My career goal for one year from today is:

   ____

3. My immediate career goal is:

   ____

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 1

Skill development for:
READING SKILLS
WRITING SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by asking students if they know someone who is not happy with his/her job. Ask: Why is that person unhappy? What would make you so unhappy that you would leave your job for another?

- Discuss with students the following skills which are relevant to this task:

  READING SKILLS

  — React to written material

  — Follow written instructions

  WRITING SKILLS

  — Use standard grammar, correct spelling, punctuation, and capitalization

  — State ideas clearly

  INTERPERSONAL/RELATING SKILLS

  — Identify personal values/attitudes

  — Apply information to life experiences

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  — Identify critical elements/issues

  — Analyze/synthesize information

  — Draw conclusions

  — Create a finished product (written, oral, practical)

- Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Analyze personal occupational aptitudes/preferences
- Develop personal career path
- Develop self confidence/esteem

- Divide class into small groups of 3 to 5. Have students tell which three items they chose on the *Working Environment Checklist* and why they chose them. Encourage group members to give their input.

- Before students begin *Personal Characteristics Checklist*, clarify meanings of any unfamiliar vocabulary: e.g. delusional, methodical, persevering, discreet, meticulous, obliging, spunky, etc. Ask students to give examples of behavior that illustrate these words.

- Encourage students to be honest in marking negative characteristics in the *Personal Characteristics Checklist*. Explain that we all have some (even the teacher!) and that the only way to improve them is to first face them.

- Ask students to consider which of the positive traits they marked in the checklist are important for the nursing profession.

- As students are completing *Why Are You Going To Work?*, remind them to use standard grammar, correct spelling, punctuation, and capitalization, to state ideas clearly, and to use complete sentences. For #1, they may begin each reason with an infinitive (to + a verb). e.g. *to support* my children; *to buy* a house for my family.

  For #3, they may begin each statement with a verb: e.g. *can earn* money myself; *am contributing* to society.

- Ask volunteers to share what they wrote with the entire class or in a smaller group. Encourage class members to give their input.

- If students have difficulty identifying personal values or attitudes, review with them the value clarification techniques or activities covered in Unit 2 — *Develop a Positive Self-Concept.*

- If students have difficulty applying information to life experiences, ask students to think of one specific instance where they can identify why someone else works. Recommend they think of a significant other such as a mother, father, sister, brother or spouse.

- If students have difficulty with the creative thinking/problem solving skills, prepare a handout listing different job titles and organizations where they might be found. The handout should include jobs from all occupations, not just health care. Ask students to suggest reasons the people who fill these positions might be employed in that particular profession. An example might be: teachers teach because they like to help others learn and grow, they like to have their summers free to pursue other interests; they like to fill the role of the expert, etc.

ASSIGNMENT SHEET 2

DEVELOP TECHNIQUES FOR CAREER SUCCESS

VII

NAME ______________________ SCORE ________

OBJECTIVE 21

Prepare a resumé.

INTRODUCTION

Your resumé is the greatest job-hunting tool in your arsenal. It lists everything you have to offer a potential employer. Since you control what is and is not included in your resumé, you can present yourself in your best light. One common mistake made in preparing a resumé is to use it as a list of education and work history. Instead of thinking of it as a list, think of it as a commercial. Certain things must be included and space is limited, but you can present it in a way that will sell you to employers.

DIRECTIONS

Reading Comprehension Skills
- Gain factual information

Functional Reading Skills
- Follow written instructions

Language Skills
- Use standard grammar, correct spelling, punctuation and capitalization
- State ideas clearly

Composition Skills
- Use complete sentences
- Proofread and edit

Functional Writing Skills
- Write resumes
- Use word processing

1. Compile the following information:

   Contact information — your name, address, and telephone number

   Professional goal — a one-sentence statement of what kind of position you are looking for and the talents or interests you want to use

   Skills — list special personality traits, tools you can operate, or skills you have (Skills can be divided into more than one section, such as administrative, supervisory, clinical, or clerical)

   Education — list only education related to the job. Do not list any education prior to high school. List the most recent education first.

   Experience — list volunteer and paid employment, including the position, the place of employment, the address, the name of your immediate supervisor, dates of employment, and job duties. List as many jobs as possible. Do not leave large

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Cognitive Activity Skills
- Collect/record information
- Create a finished product (written, oral, practical)

Job Acquisition/ Development Skills
- Write personal resumé

periods of time unaccounted for. If you were unemployed, list that time positively.

EXAMPLE: 1988-Present Part-time biology student at University of Tulsa

or

1988-Present Homemaker

References — list three people not related to you and not your most recent supervisor. This should include the name, address, and telephone number of each person.

2. Make a rough draft.

Write the resumé by hand. Reread it several times as you go. Check spelling and grammar. Be sure the resumé reflects actions and attitude. Begin phrases with verbs.

EXAMPLES: Wrote procedures manual
Supervised staff of three employees
Ordered equipment and supplies

3. Type the resumé.

Type the resumé according to the following format. Be sure the resumé is centered on the page. Proofread it one more time. If it is more than one side of one page, delete the least important information until it is reduced to an acceptable size.

If you are not a good typist or do not have a good quality typewriter or printer, get a friend or a professional typist to do it. Your resumé is the most important investment you will make in your job search.

EVALUATIVE CRITERIA

1. Language skills (grammar, spelling, capitalization punctuation, complete sentences)	25 points
2. Content	25 points
3. Consistency of format	25 points
4. Neatness of format	25 points
TOTAL	100 points

SAMPLE

Tony C. Maillot
1510 Shalimar
Central City, Oklahoma 10750
Phone: (800) 555-3636

Job Objective: Pediatric nurse in private health institution

EDUCATION

1988-90	Best Area Vo-Tech School, North Central, Oklahoma Activities: Secretary of local HOSA Chapter Honors: First place in Nurse's Aide Skill Competition at National HOSA Diploma: Graduate Practical Nurse
1984-88	Central High School, Central City, Oklahoma Activities: President of Future Nurses Association

WORK EXPERIENCE

1988	Liberty National Hospital, North Central, Oklahoma Worked as nurse's aide in the pediatric unit; responsible for bathing, feeding, weighing, measuring, and taking vital signs of pediatric patients; assisting with diagnostic procedures; communicating home care and patient needs to parents.
1984-88	Creative Child Care Center, Central City, Oklahoma Worked part-time and weekends as an assistant recreation and arts and crafts director. Developed crafts and toys for toddlers, responsible for teaching weekly arts and crafts, supervised and planned field trips, organized weekend recreational programs.
Summers 1980-84	Lawn Park Recreation Club, Central City, Oklahoma Crafts instructor for preschool and school-age children. Responsible for developing games and craft projects.

References provided upon request

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INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 2

Skill development for:
READING SKILLS
WRITING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Ask students for a definition of *resumé*. You may want them to check a dictionary. Make sure they understand a resumé is a summary of job-related items, not a long dissertation of their lives.

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Gain factual information

— Follow written instructions

WRITING SKILLS

— Use standard grammar, correct spelling, punctuation, and capitalization

— State ideas clearly

— Use complete sentences

— Proofread and edit

— Write resumés

— Use word processing

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Collect/record information

— Create a finished product (written, oral, practical)

EMPLOYABILITY SKILLS

— Write personal resumé

- Point out that #1, *Professional goal*, is the *Job Objective* on the example resumé.

- Point out that the example resumé includes *honors*.

- Before students type their resumé, they may want to have a partner proofread their papers. Emphasize that they be consistent in beginning phrases with verbs.

- Emphasize to the students that criteria for grading their assignment will include all of the following:

    1. Use of good language skills (grammar, spelling, capitalization, punctuation, complete sentences)

    2. Content

    3. Consistency of format (ensuring that the chosen format is followed consistently throughout the resumé)

    4. Neatness

- Collect copies of resumés to show students examples of different formats. Make sure they are all appropriate for the positions they will be seeking.

- "Resumé experts" vary in their opinions about whether or not to use complete sentences in resumés. For entry level positions, it may be suggested to students to use a style which has proven to be successful for previous students.

- Suggest to the students that the use of word processing equipment is desirable. Encourage all those who have access to such equipment to use it in preparing this assignment. Suggest to students places they might gain access to equipment.

- After the first rough draft, students may want to work with a small group of 3 to 5 students and read each other's resumés in order to exchange ideas/information.

- Remind students to use standard grammar, correct spelling, punctuation, and capitalization.
- After typing resumés, students may want to have a partner proofread their papers again.
- If students have difficulty deciding what information and skills to include in their resumés, use questioning techniques to help them realize their skills and experiences.
- If a student has been a housewife for 15 years and does not have "outside" work experience, remind her that she probably has budgeting experience, supply and requisition experience, management experience, child care experience, etc.
- Collect samples of the best student resumés from each class to show as examples to later classes.

ASSIGNMENT SHEET 3

DEVELOP TECHNIQUES FOR CAREER SUCCESS VII

NAME ____________________ SCORE ______

OBJECTIVE 22 **Write a cover letter.**

INTRODUCTION

The cover letter is not a part of the resumé. While the resumé lists the applicant's background, the cover letter can reflect personality and "sell" the applicant as an employee.

Because it is the first thing the employer sees and reads, the cover letter can be the most important part of the application process.

DIRECTIONS

On the following page are several help-wanted ads. Choose one and write a cover letter for that job. The cover letter should be grammatically correct and well-written. It should be neatly printed on paper that matches the resumé you produced in Assignment Sheet 1.

Reading Comprehension Skills
- Gain factual information
- Draw conclusions
- Make generalizations
- React to written material

Functional Reading Skills
- Follow written instructions

Language Skills
- Use standard grammar, correct spelling, punctuation and capitalization
- State ideas clearly

Composition Skills
- Use complete sentences
- Proofread and edit

Functional Writing Skills
- Write letters
- Use word processing

SUGGESTED
EVALUATIVE CRITERIA

1. Language skills (grammar, spelling, capitalization, punctuation, complete sentences)	30 points
2. Composition skills (topic sentences, introductory paragraph)	15 points
3. Content	45 points
4. Neatness of letter	10 points
TOTAL	100 points

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Basic Skills (continued)

Cognitive Activity Skills

- Analyze/synthesize information
- Draw conclusions
- Create a finished product (written, oral, practical)

Job Search/Selection Skills

- Locate appropriate jobs
- Analyze duties/requirements/benefits of specific job

716

083 - Help Wanted - Medical

**POSITIONS OPEN
IN THE HEALTH FIELD
YOU ARE NEEDED FOR
CHALLENGING JOBS WITH
GOOD PAY & BENEFITS**

HOUSE CALLS INC.

Looking for LPNs, RNs with home care experience for temporary assignments. Work desired hours in areas close to you. Uniforms, liability insurance, shift differentials. Contact Nancy Nurse, Director, 25000 N. Walnut, Bigcity, America 00010
PLEASE SEND REFERENCES!

TLC INC.

Owned & operated by Nurses for Nurses 555-1658, 20th & Elm

LPN · CMA

AIDES

Apply for available positions to Western Heights Nursing Home, 1421 S. Western Ave., Someplace, America 80182

LPNs

Need immediately—experienced nurses in home care. Top wages, fringe benefits. No weekends. Call or write to Peggy White (909) 555-3400, 1600 W. 10th, Booty, America 10019

BABY MAN NEEDS TOP-NOTCH NURSE

RNs and LPNs with obstetrical experience needed in busy OB-GYN office. Office hours 8:30 A.M. - 4:30 P.M. NO weekends! Uniform allowance — other fringe benefits. Send resume and references to P. O. Box 1016, Main St., Big City, America 19007

NURSE NEEDED!

Smokers need not apply! Right opportunity for nurse to work in biofeedback clinic. Must have initiative and be willing to learn. Write to Box 65, Valley, America 54507

LICENSED PRACTICAL NURSES

NEED IMMEDIATELY—staff nurses for all shifts in new extended care facility. Opportunity to learn through in-service programs and to provide compassionate care for patients in all stages of rehabilitation. Contact Betty Right, PN, Washburn Rehabilitation Center, 70th & Porter, City, America 23111

OPENINGS

3 - 11
11 - 7

LPNs

Need nurses trained in ER for both shifts. Every 3rd weekend, parking facilities, health & life insurance. Write to Morris and Edison Health Center, P. O. Box 118, Center City, America 18800

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EXAMPLE OF AN APPROPRIATE COVER/APPLICATION LETTER

1506 North Camelot
Smalltown, Anystate 10006
November 5, 1992

Ben Casey, M.D.
Castle Medical Center
609 Knight Avenue
Smalltown, Anystate 10006

Dear Dr. Casey:

Please consider me an applicant for the position of staff nurse advertised in the 4 November edition of the *Smalltown Daily Post*. I enjoy contact with older persons and would like the opportunity to work in an extended care facility.

I am qualified to fill this position because of my experience as a nursing assistant with the Golden Age Nursing Home, and because in August of this year I completed the Belltower Vo-Tech School practical nursing program, which included coursework in gerontology and a clinical rotation in the Smalltown Extended Care Center. In October, I took the state board examination, and will receive the results in three weeks.

I have attached a copy of my resumé for your review, and would appreciate the opportunity to come in and talk with you at your convenience. I may be reached at the above address or by telephone after 3:00 P.M. at (800) 555-2000.

Sincerely,

Susan Nightingale

Susan Nightingale

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 3

Skill development for:
READING SKILLS
WRITING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by asking students if they think first impressions of people are important. Ask them if they judge people they meet, rightly or wrongly, by an initial impression. Explain that in the same way, a cover letter they write for a job will give a potential employer an initial impression of them.

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Gain factual information

— Draw conclusions

— Make generalizations

— React to written material

— Follow written instructions

WRITING SKILLS

— Use standard grammar, correct spelling, punctuation, and capitalization

— State ideas clearly

— Use complete sentences

— Proofread and edit

— Write letters

— Use word processing

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Analyze/synthesize information

— Draw conclusions

— Create a finished product (written, oral, practical)

EMPLOYABILITY SKILLS

— Locate appropriate jobs

— Analyze duties/requirements/benefits of specific job

- Remind students of the evaluative criteria for the letter.
- Emphasize to the students that criteria for grading their assignment will include all of the following:
  1. Use of good language skills (grammar, spelling, capitalization, punctuation, complete sentences)
  2. Use of good composition skills (topic sentences and introductory paragraph)
  3. Content
  4. Neatness
- Review topic sentences and introductory paragraph construction.
- Prepare or find some good examples of cover letters to show students.
- Suggest to the students that the use of word processing equipment is desirable. Encourage all those who have access to such equipment to use it in preparing this assignment. Suggest to students places they might gain access to equipment.
- Students may want to read medical want ads in a local newspaper and respond to a job they would really like to have.

- Before deciding which job ad to respond to, students may want to discuss (with the entire class or in smaller groups) advantages and disadvantages of particular jobs.
- Review Supplement 2, Cover Letters, with class. Show students examples of cover letters you've collected.
- After students have written their rough drafts, have them exchange papers with a partner who will proofread it.
- Have students revise and improve letters before typing them.
- After cover letters are typewritten, have students work with a partner and proofread each other's papers again. Tell students not to get discouraged if they still have errors in their papers.
- Ask volunteers to read their cover letters to the entire class or in smaller groups. Encourage the class to give input.
- Collect samples of the best student letters from each class to show as examples to later classes.

ASSIGNMENT SHEET 4

DEVELOP TECHNIQUES FOR CAREER SUCCESS VII

NAME ______________________ SCORE ________

OBJECTIVE 23 **Complete an employment application.**

INTRODUCTION

The first piece of work you complete for your new employer is filling out a job application. If you complete the application in a professional manner, you will be remembered as a professional. If your application is sloppy or unfinished, you will be remembered that way.

DIRECTION

On the following pages you will find completed forms similar to those used by most employers. Locate the form most similar to that used by a local medical care facility and complete it. Before filling it in, study the examples. Fill it in with black ink and submit it to your instructor.

Functional Reading Skills
- Follow written instructions

Language Skills
- Use standard grammar, correct spelling, punctuation and capitalization
- State ideas clearly

Composition Skills
- Proofread and edit

Functional Writing Skills
- Complete forms and records
- Write job applications

Cognitive Activity Skills
- Create a finished product (written, oral, practical)

EVALUATIVE CRITERIA

1. Language skills (grammar, spelling, capitalization, punctuation)	30 points
2. Completeness of report	30 points
3. Neatness of application	40 points
TOTAL	100 points

Job Acquisition/ Development Skills
- Write job applications
- Develop self confidence/esteem

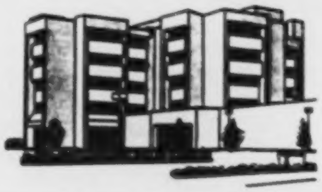
Basic Skills (continued)

DATE OF APPLICATION

POSITION APPLIED FOR

APPLICANT'S NAME

EMPLOYMENT APPLICATION



Stillwater Medical Center is an Equal Opportunity Employer and complies with the spirit and the letter of federal and state laws which prohibit discrimination based on Race, Color, Creed, Age, Sex, National Origin, or Handicap.

STILLWATER MEDICAL CENTER
1323 West Sixth Avenue
Stillwater, Okla[illegible]a 74074

SAMPLE

Name *Nancy New Graduate*
Address *1234 Votech Way, Techsville, Ok.* Zip *11111*
Telephone Number *555-1234* Soci[illegible]ity # *[illegible] 00-1111*
Are you are least 18 years of age? *yes* If not, what is [illegible]
Have you ever been employed at SMC? *no* If ye[illegible]

Position Applying For *LPN*
Full-Time *✓* Part-Time ______ Summ[illegible] Date Available for Work *Oct 1, 199X*
Can you work shift rotations? *yes* W[illegible] Shift Preference *7-3*

Education and Training
High School
Name *Techsville [illegible]* City/State *Techsville, Ok*
Did you graduate? *yes* Receive GED? ______

College, Unive[illegible] or [illegible]ol
Name *Mi[illegible]ce Vo-Tech* City/State *Techsville, Ok*
Field of Study *Nur[illegible]* Degree or Certificate Rec'd *diploma*
Dates of Attendance: From *Sept. 199X* Yr/Mo To *August 199X* Yr/Mo

Other Education or Training
Name *Not applicable* City/State ______
Field of Study ______ Degree or Certificate Rec'd ______
Dates of Attendance: From ______ Yr/Mo To ______ Yr/Mo

List office machines you can operate ______
Can you operate a transcriber? *—* **Shorthand Speed?** *—* **Typing Speed?** *—*
Are you familiar with Medical Terminology? *yes* **Computer?** *yes* **10 Key?** *—*

Complete only if you are Registered, Certified or Licensed in your trade or profession
Registration/License *L0000000* Certification Number *E00000* Annual Number
City/State *Oklahoma* Expiration Date *June 30, 199X*

*Used with permission of Stillwater Medical Center, Stillwater, Oklahoma.

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SAMPLE

Emergency Notification

Name Ms. & Mrs. John Graduate Relationship parents
Address 1234 V-Tech Way City/State/Zip Techsville, Ok. 11111
Telephone Number (Home) 555-1234 (Business) 555-4321

List your last three places of employment

Present or Last Employer Techsville Nursing Center Position Held Nursing Assistant
Address 1234 Anytown Street City/State/Zip Techsville, Ok. 11111
Employed From 6-89 To present Salary $4.75/HR Supervisor Ms. Gail Nightengale
Your name while employed same Reason for leavi presently employed

Employer Techsville Medical Center Position He ceptionist
Address 456 Anyplace Avenue City/State/Zip ville, Ok. 11111
Employed From 6-86 To 6-89 Salary $9,000 pervisor Ms. Nancy Nurse
Your name while employed same Rea eavi ntered nursing program

Employer none ition
Address ty/State/Zip
Employed From To S Supervisor
Your name while employed on for leaving

Military Service

Branch none Service Dates: Fm To
Primary Duties In Reserves?

Personal Background

Do you have relatives yed at ter Medical Center? no If yes, whom
List any physical li tion ab s that could affect your ability to perform the job for which you are applying
none
Have you ever been convi felony? no If yes, explain

Are you a U.S. Citizen? yes If not, do you have proper visa that permits you to remain and work in the U.S.?
Visa #
Have you ever received compensation for an on-the-job injury? no If yes, explain

What prompted you to apply for employment at Stillwater Medical Center?

Advertisement ✓ Relative/Friend Career Day Just walked in

Please Read Carefully

I certify that the answers given in this application are complete and true, and I authorize Stillwater Medical Center to investigate any or all statements made herein. I understand that falsification or omission of any information in this application or during my interview will result in immediate rejection or dismissal. I also understand that employment is on an "at-will" basis, which means that the employment relationship can be terminated at any time by me or SMC, with or without cause.

I also understand that as a condition of employment, if hired, I will agree to conform to the rules and regulations of SMC; I will agree to permit medical examination or tests by the SMC physician upon request; and I may be transfered to another department or shift, if required. I have read and understand the above statements.

Nancy New Graduate 10-30-9X
Signature of Applicant Date

Dearinger Printing & Trophy Inc. – SMC Form 41930

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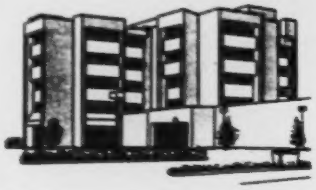
DATE OF APPLICATION

POSITION APPLIED FOR

APPLICANT'S NAME

EMPLOYMENT APPLICATION



Stillwater Medical Center is an Equal Opportunity Employer and complies with the spirit and the letter of federal and state laws which prohibit discrimination based on Race, Color, Creed, Age, Sex, National Origin, or Handicap.

STILLWATER MEDICAL CENTER
1323 West Sixth Avenue
Stillwater, Oklahoma 74074

Name ______________________________

Address ______________________________ Zip __________

Telephone Number ______________ Social Security # ______________

Are you are least 18 years of age? ______ If not, what is your birthdate? ______________

Have you ever been employed at SMC? ______ If yes, when? ______________

Position Applying For ______________________________

Full-Time ______ Part-Time ______ Summer Work ______ Date Available for Work ______________

Can you work shift rotations? ______ Weekends? ______ Shift Preference ______________

Education and Training

High School

Name ______________________ City/State ______________

Did you graduate? ______________ Receive GED? ______________

College, University or Nursing School

Name ______________________ City/State ______________

Field of Study ______________ Degree or Certificate Rec'd ______________

Dates of Attendance: From ______________ To ______________
Yr/Mo Yr/Mo

Other Education or Training

Name ______________________ City/State ______________

Field of Study ______________ Degree or Certificate Rec'd ______________

Dates of Attendance: From ______________ To ______________
Yr/Mo Yr/Mo

List office machines you can operate ______________________________

Can you operate a transcriber? ______ Shorthand Speed? ______ Typing Speed? ______

Are you familiar with Medical Terminology? ______ Computer? ______ 10 Key? ______

Complete only if you are Registered, Certified or Licensed in your trade or profession

Registration/License ______________________________
Certification Number Annual Number

City/State ______________________ Expiration Date ______________

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Emergency Notification

Name ________________ Relationship ________________

Address ________________ City/State/Zip ________________

Telephone Number (Home) ________________ (Business) ________________

List your last three places of employment

Present or Last Employer ________________ Position Held ________________

Address ________________ City/State/Zip ________________

Employed From ________ To ________ Salary ________ Supervisor ________________

Your name while employed ________________ Reason for leaving ________________

Employer ________________ Position Held ________________

Address ________________ City/State/Zip ________________

Employed From ________ To ________ Salary ________ Supervisor ________________

Your name while employed ________________ Reason for leaving ________________

Employer ________________ Position Held ________________

Address ________________ City/State/Zip ________________

Employed From ________ To ________ Salary ________ Supervisor ________________

Your name while employed ________________ Reason for leaving ________________

Military Service

Branch ________________ Service Dates: Fm ________ To ________

Primary Duties ________________ In Reserves? ________

Personal Background

Do you have relatives employed at Stillwater Medical Center? ________ If yes, whom ________________

List any physical limitations or disabilities that could affect your ability to perform the job for which you are applying

____

Have you ever been convicted of a felony? ________ If yes, explain ________________

____

Are you a U.S. Citizen? ________ If not, do you have proper visa that permits you to remain and work in the U.S.? ________

Visa # ________________

Have you ever received compensation for an on-the-job injury? ________ If yes, explain ________________

____

What prompted you to apply for employment at Stillwater Medical Center?

Advertisement ________ Relative/Friend ________ Career Day ________ Just walked in ________

Please Read Carefully

I certify that the answers given in this application are complete and true, and I authorize Stillwater Medical Center to investigate any or all statements made herein. I understand that falsification or omission of any information in this application or during my interview will result in immediate rejection or dismissal. I also understand that employment is on an "at-will" basis, which means that the employment relationship can be terminated at any time by me or SMC, with or without cause.

I also understand that as a condition of employment, if hired, I will agree to conform to the rules and regulations of SMC; I will agree to permit medical examination or tests by the SMC physician upon request; and I may be transfered to another department or shift, if required. I have read and understand the above statements.

________________________________ Signature of Applicant

________________ Date

Dearinger Printing & Trophy, Inc.—SMC Form 41830

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APPLICATION FOR EMPLOYMENT

Prospective employees will receive consideration without discrimination because of race, creed, color, sex, age, national origin, handicap or veteran status.

PERSONAL

Last Name Graduate First Nancy Middle New
Date May 5, 1992
Street Address 1234 Votech Way
Home Telephone (405) 555-1234
City, State, Zip Techsville Ok 11111
Business Telephone (405) 555-4321
Have you ever applied for employment with us? ☐ Yes ☑ No If yes: Month and Year ______ Location ______
Social Security # 111-00-1111
Position Desired LPN
Pay Expected 8.25/hour
Apart from absence for religious observance, are you available for full-time work? ☐ Yes ☐ No If not, what hours can you work? ______
Will you work overtime if asked? ☑ Yes ☐ No
Are you legally eligible for employment in the United States? yes
When will you be available to begin work? May 20, 1992
Other special training or skills (languages, machine operation, etc.)

EDUCATION

School	Name and Location of School	Course of Study	No. of Years Completed	Did You Graduate?	Degree or Diploma
Graduate				☐ Yes ☐ No	
College				☐ Yes ☐ No	
Business/Trade/Technical	Middle America Vo Tech Techsville, Ok	Practical Nursing	1	☑ Yes ☐ No	Diploma
High School	Techsville High School Techsville, Ok			☑ Yes ☐ No	Diploma
Elementary	Techsville Elementary Techsville, Ok			☐ Yes ☐ No	

Membership in Professional or Civic Organizations
(Exclude those which may disclose your race, color, religion or national origin)

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EMPLOYMENT	Please give accurate, complete full-time and part-time employment record. Start with your present or most recent employer.

1	Company Name Techsville Nursing Center	Telephone (405) 555 - 3214
	Address 1234 Anytown Street	Employed - (State month and year) From 6-90 To Present
	Name of Supervisor Gail Nightengale	Weekly pay Start 175.00 Last 190.00
	State Job Title and Describe Your Work Nursing Assistant	Reason for Leaving Currently employed

2	Company Name Techsville Medical Center	Telephone (405) 555 - 2134
	Address 456 Anyplace Avenue	Employed - (State month and year) From 6-87 To 6-90
	Name of Supervisor Nancy Nurse	Weekly pay Start 150.00 Last 170.00
	State Job Title and Describe Your Work Receptionist	Reason for Leaving Entered nursing program

3	Company Name None	Telephone ( )
	Address	Employed - (State month and year) From To
	Name of Supervisor	Weekly pay Start Last
	State Job Title and Describe Your Work	Reason for Leaving

4	Company Name None	Telephone ( )
	Address	Employed - (State month and year) From To
	Name of Supervisor	Weekly pay Start Last
	State Job Title and Describe Your Work	Reason for Leaving

We may contact the employers listed above unless you indicate those you do not want us to contact.	*DO NOT CONTACT* Employer Number(s)______ Reason______

MILITARY	Did you serve in the U.S. Armed Forces? ☐ Yes ☑ No	If "Yes," in what Branch?

Describe any training received relevant to the position for which you are applying

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DO NOT ANSWER ANY QUESTION IN THIS SECTION UNLESS THE BOX IS CHECKED

If the employer has checked the box next to the question, the information requested is needed for a legally permissible reason, including, without limitation, national security considerations, a legitimate occupational qualification or business necessity. The Civil Rights Act of 1964 prohibits discrimination in employment because of race, color, religion, sex or national origin. Federal law also prohibits discrimination based on age and citizenship. The laws of most States also prohibit some or all of the above types of discrimination as well as some additional types such as discrimination based upon ancestry, marital status or physical or mental handicap or disability.

☐ Provide dates you attended school: Elementary From To
High School From To
College From To
Other (give name and dates)

☐ Number of dependents, including yourself

☐ Are you a Vietnam veteran? ☐ Yes ☐ No

☐ Sex ☐ Male ☐ Female

☐ Marital Status ☐ Single ☐ Engaged ☐ Married ☐ Separated ☐ Divorced ☐ Widowed

☐ Date of Marriage

☑ Are you a U.S. Citizen? ☐ Yes ☐ No

☐ What was your previous address?

☐ How long at present address? ______ Years

☐ How long at previous address? ______ Years

☑ Have you ever been bonded? ☐ Yes ☑ No
If "Yes," with what employers?

☑ Are you over 18 years of age? ☑ Yes ☐ No
If not, employment is subject to verification of age.

☑ Have you been convicted of a crime in the past ten years, excluding misdemeanors and summary offenses, which has not been annulled,expunged or sealed by a court? ☐ Yes ☑ No If "Yes," describe in full.

☐ State names of relatives and friends working for us, other than your spouse.

☐ Have you received Worker's Compensation or Disability Income payments. ☐ Yes ☐ No If "Yes," describe.

☑ Have you physical defects which preclude you from performing certain jobs? ☐ Yes ☑ No If "Yes," describe limitation.

☑ Do you have any physical condition which might limit your ability to perform the job for which you are applying? ☐ Yes ☑ No
If "Yes," describe this condition and how you can perform the job in spite of it.

☐ Have you had a major illness in the past 5 years? ☐ Yes ☐ No If "Yes," please describe.

☐

SIGNATURE

The information provided in this Application for Employment is true, correct, and complete. If employed, any misstatement or omission of fact on this application may result in my dismissal.

I understand that acceptance of an offer of employment does not create a contractual obligation upon the employer to continue to employ me in the future.

If you decide to engage an investigative consumer reporting agency to report on my credit and personal history I authorize you to do so. If a report is obtained you must provide, at my request, the name of the agency so I may obtain from them the nature and substance of the information contained in the report.

May 5, 1992 — Date

Nancy New Graduate — Signature

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FOR EMPLOYER'S USE ONLY

REFERENCE CHECK

Employer	Person Contacted	Results
1		
2		
3		
4		

TEST RESULTS

Tests Administered	Raw Score	Rating	Analysis and Comments

INTERVIEW RESULTS

Interviewer Name and Comments

SELECTFORM, INC. believes that the information solicited from the applicant which lies outside the special section on page 3 is in full compliance with all Federal and State equal employment laws and with the Fair Credit Reporting Act. We do not assume responsibility for the user's inclusion in this "Application for Employment" of any question which may violate Federal, State or local laws and users should consult their own counsel with respect to any legal questions concerning the use of this form.

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APPLICATION FOR EMPLOYMENT

Prospective employees will receive consideration without discrimination because of race, creed, color, sex, age, national origin, handicap or veteran status.

PERSONAL

Last Name	First	Middle	Date
Street Address			Home Telephone ( )
City, State, Zip			Business Telephone ( )
Have you ever applied for employment with us? ☐ Yes ☐ No If yes: Month and Year__________ Location______________________			Social Security #
Position Desired			Pay Expected
Apart from absence for religious observance, are you available for full-time work? ☐ Yes ☐ No If not, what hours can you work?__________________			Will you work overtime if asked? ☐ Yes ☐ No
Are you legally eligible for employment in the United States?			When will you be available to begin work?______________
Other special training or skills (languages, machine operation, etc.)			

EDUCATION

School	Name and Location of School	Course of Study	No. of Years Completed	Did You Graduate?	Degree or Diploma
Graduate				☐ Yes ☐ No	
College				☐ Yes ☐ No	
Business/Trade/ Technical				☐ Yes ☐ No	
High School				☐ Yes ☐ No	
Elementary				☐ Yes ☐ No	

Membership in Professional or Civic Organizations

(Exclude those which may disclose your race, color, religion or national origin)

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EMPLOYMENT

Please give accurate, complete full-time and part-time employment record. Start with your present or most recent employer.

1	Company Name	Telephone ( )
	Address	Employed - (State month and year) From To
	Name of Supervisor	Weekly pay Start Last
	State Job Title and Describe Your Work	Reason for Leaving

2	Company Name	Telephone ( )
	Address	Employed - (State month and year) From To
	Name of Supervisor	Weekly pay Start Last
	State Job Title and Describe Your Work	Reason for Leaving

3	Company Name	Telephone ( )
	Address	Employed - (State month and year) From To
	Name of Supervisor	Weekly pay Start Last
	State Job Title and Describe Your Work	Reason for Leaving

4	Company Name	Telephone ( )
	Address	Employed - (State month and year) From To
	Name of Supervisor	Weekly pay Start Last
	State Job Title and Describe Your Work	Reason for Leaving

We may contact the employers listed above unless you indicate those you do not want us to contact.

DO NOT CONTACT

Employer Number(s)____________ Reason________________________________

MILITARY

Did you serve in the U.S. Armed Forces? ☐ Yes ☐ No

If "Yes," in what Branch?

Describe any training received relevant to the position for which you are applying.

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☐	Provide dates you attended school: Elementary From To High School From To College From To Other (give name and dates)	☐	Number of dependents, including yourself
		☐	Are you a Vietnam veteran? ☐ Yes ☐ No
		☐	Sex ☐ Male ☐ Female
☐	Marital Status ☐ Single ☐ Engaged ☐ Married ☐ Separated ☐ Divorced ☐ Widowed	☐	Date of Marriage
		☐	Are you a U.S. Citizen? ☐ Yes ☐ No
☐	What was your previous address?	☐	How long at present address? ____________ Years
		☐	How long at previous address? ____________ Years
☐	Have you ever been bonded? ☐ Yes ☐ No If "Yes," with what employers?	☐	Are you over 18 years of age? ☐ Yes ☐ No If not, employment is subject to verification of age.

☐ Have you been convicted of a crime in the past ten years, excluding misdemeanors and summary offenses, which has not been annulled, expunged or sealed by a court? ☐ Yes ☐ No If "Yes," describe in full.

☐ State names of relatives and friends working for us, other than your spouse.

☐ Have you received Worker's Compensation or Disability Income payments. ☐ Yes ☐ No If "Yes," describe.

☐ Have you physical defects which preclude you from performing certain jobs? ☐ Yes ☐ No If "Yes," describe limitation.

☐ Do you have any physical condition which might limit your ability to perform the job for which you are applying? ☐ Yes ☐ No
If "Yes," describe this condition and how you can perform the job in spite of it.

☐ Have you had a major illness in the past 5 years? ☐ Yes ☐ No If "Yes," please describe.

☐

SIGNATURE

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If you decide to engage an investigative consumer reporting agency to report on my credit and personal history I authorize you to do so. If a report is obtained you must provide, at my request, the name of the agency so I may obtain from them the nature and substance of the information contained in the report.

________________ Date

________________________________ Signature

Used with permission of Selectform, Inc.

FOR EMPLOYER'S USE ONLY

REFERENCE CHECK

Employer	Person Contacted	Results
1		
2		
3		
4		

TEST RESULTS

Tests Administered	Raw Score	Rating	Analysis and Comments

INTERVIEW RESULTS

Interviewer Name and Comments

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DEVELOP TECHNIQUES FOR CAREER SUCCESS

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 4

Skill development for: READING SKILLS
WRITING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by asking students if they have filled out job applications before. Ask: Did you get the job? Did you have any problems filling out the application? What were they?

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Follow written instructions

WRITING SKILLS

— Use standard grammar, correct spelling, punctuation, and capitalization

— State ideas clearly

— Proofread and edit

— Complete forms and records

— Write job applications

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Create a finished product (written, oral practical)

EMPLOYABILITY SKILLS

— Write job applications

— Develop self confidence/esteem

- Emphasize to the students that criteria for grading their assignment will include all of the following:

    1. Use of good language skills (grammar, spelling, capitalization, punctuation)
    2. Completeness (all blanks filled appropriately)
    3. Neatness

- Prepare or find good examples of different application forms to show students. Use a practice example as a class exercise.

- Explain the importance of neatness to students. The application form is the first impression of an applicant the interviewer receives. Applicants don't get another chance to make a positive "first" impression.

- Remind students of the importance of responding to every item on the application form. Even if an item does not pertain to them, they should make a mark to indicate they have not overlooked it.

- Remind students to use standard grammar, correct spelling, and punctuation. Review these rules with them, if necessary.

- After students have filled out their applications forms, have them exchange papers with a partner for proofreading.

- Suggest that students photocopy the application form before completing it. The extra copy may come in handy if they make a mistake.

ASSIGNMENT SHEET 5

DEVELOP TECHNIQUES FOR CAREER SUCCESS

NAME ______________________________ SCORE ________

OBJECTIVE 24

Write a follow-up letter.

INTRODUCTION

Even if you didn't get the job, if you got an interview, you were considered and will be remembered. To continue to build on the professional appearance you have presented and to keep your name before the employer, write a follow-up letter.

The follow-up letter is made up of three paragraphs. The first paragraph thanks the interviewer for his or her time. Mention something specific about the interview: something you learned about the facility, something you learned from the interviewer, how much you enjoyed visiting the facility. The second paragraph is another chance to sell yourself. Mention special skills you have or personal qualities that would make you suitable for the job. The third paragraph says that you are waiting to hear from them and says thank you one more time.

A follow-up letter should always be short and neat. It should be mailed immediately following the interview.

DIRECTIONS

Write and send your instructor a follow-up letter after your interview. Use the illustration on the following page as a guideline, but compose your own letter. If possible, use the same paper you used for your resumé and cover letter. The follow-up letter should be mailed, not hand delivered.

Functional Reading Skills
- Follow written instructions

Language Skills
- Use standard grammar, correct spelling, punctuation and capitalization
- State ideas clearly

Composition Skills
- Use complete sentences
- Use topic sentences
- Use introductory/closing paragraphs
- Proofread and edit

SUGGESTED
EVALUATIVE CRITERIA

1. Language skills (grammar, spelling, capitalization, punctuation, complete sentences)	30 points
2. Composition skills (topic sentences, introductory paragraph)	15 points
3. Content	45 points
4. Neatness of letter	10 points
TOTAL	100 points

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Functional Writing Skills
- Write letters

Cognitive Activity Skills
- Identify critical elements/issues
- Create a finished product (written, oral, practical)
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Apply business etiquette
- Develop self confidence/esteem

100 Abcore Way
Anyplace, PA 66666
May 1, 1992

Mr. Charles Paulson
Human Resources Department
ABC Laboratorics
1200 10th Street, N. W.
Anyplace, PA 66666

Dear Mr. Smith:

I want to thank you for speaking with me on April 30th regarding the opening for a laboratory assistant. The tour of the lab facility was very enjoyable. ABC Laboratories is certainly a progressive organization.

This position interests me greatly because it would give me the opportunity to use my skills in hematology. The location is also extremely convenient.

I look forward to speaking with you in the near future. Thank you again for your consideration.

Sincerely,

Edward Cotter, MA

---

*Source: P.J. Rittiger, *The Allied Health Professional's Job-Hunting Guide*, © 1989, p. 137. Reprinted by permission of Prentice Hall, Englewood Cliffs, New Jersey.

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DEVELOP TECHNIQUES FOR CAREER SUCCESS

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 5

Skill development for: READING SKILLS
WRITING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by having students role play an interview for a job situation. Assign each student a partner. Partners will interview each other. They may want to use the application form from Assignment Sheet 4 for the role play.

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Follow written instructions

WRITING SKILLS

— Use standard grammar, correct spelling, punctuation, and capitalization

— State ideas clearly

— Use complete sentences

— Use topic sentences

— Use introductory/closing paragraphs

— Proofread and edit

— Write letters

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Identify critical elements/issues

— Create a finished product (written, oral, practical)

— Transfer knowledge/training to new situations

EMPLOYABILITY SKILLS

— Apply business etiquette

— Develop self confidence/esteem

- Emphasize to the students that criteria for grading their assignment will include all of the following:

  1. Use of good language skills (grammar, spelling, capitalization, punctuation, complete sentences)
  2. Use of good composition skills (topic sentences and introductory paragraph)
  3. Content
  4. Neatness

- Review topic sentences and introductory paragraph construction. Prepare or find some good examples to show students. Use a practice example as a class exercise.

- Prepare or find examples of good follow up letters to show students. Make sure they are all appropriate for the positions they will be seeking.

- Suggest to the students that the use of word processing equipment is desirable. Encourage all those who have access to such equipment to use it in preparing this assignment. Suggest to students places they might gain access to equipment.

- Referring to the sample, ask students to note that the opening sentence is a thank-you, and the closing paragraph simply says the applicant is looking forward to hearing about the job. None of the paragraphs needs to be long.

- After students have written their rough drafts, have them exchange papers with a partner for proofreading.

- Have students revise/improve their rough drafts and type them or use a word processor or have them done professionally.

- Have students work with a partner to proofread their final drafts. Tell students not to be discouraged if their papers still need further revision.
- Be sure students understand that the inside address will contain the name/address of the place to which they applied for a job. The envelope will contain the teacher's name/address.

ASSIGNMENT SHEET 6

DEVELOP TECHNIQUES FOR CAREER SUCCESS

VII

NAME ______________________________ SCORE ________

OBJECTIVE 25 **Evaluate a job offer.**

INTRODUCTION

Applying for a job can be frightening unless you are prepared. If you are prepared and can answer all questions appropriately and present yourself well, you may be offered the position during the interview. Now that the job has been offered, are you ready to accept?

Maybe you feel that you cannot make a decision right at the time and that you need to think it over. If so, express your gratitude in a warm and friendly manner and ask if you can have a day or two to consider the opportunity you have been offered. Few employers will deny your request.

DIRECTIONS

Review journals or want-ads in your area. Choose one job in which you may be interested. Contact the employer and discuss the job responsibilities, salary, etc. Then complete the following to determine if it is a job you might apply for at a later date.

Reading Comprehension Skills
- Gain factual information
- Draw conclusions

Functional Reading Skills
- Follow written instructions

Language Skills
- State ideas clearly

Composition Skills
- Use complete sentences

Cognitive Activity Skills
- Collect/record information
- Identify critical elements/issues
- Apply a problem-solving model

Personal

1. Do I clearly understand the nature of the work and is it what I want to do?

   ____

   ____

2. Is there a written job description?

   ____

   ____

3. Are my responsibilities reflected in the job title?

   ____

   ____

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- Analyze/synthesize information
- Identify/analyze underlying assumptions
- Draw conclusions
- Predict results/outcomes
- Identify/evaluate consequences
- Apply intuitive thinking techniques (brainstorming, lateral thinking, divergent thinking, etc.)

Job Search/Selection Skills

- Analyze personal occupational aptitudes/preferences
- Investigate employment prospects of a career field/occupation
- Investigate requirements for a career field/occupation
- Investigate benefits of a career field/occupation
- Compare/evaluate career options
- Develop personal career path
- Locate appropriate jobs
- Analyze duties/requirements/benefits of specific job

Job Acquisition/Development Skills

- Develop self confidence/esteem

4. If this is not my dream job, can it be a stepping stone as I acquire the skills and experience needed for advancement?

5. Is the background I am building so narrow that I will have difficulty transferring it to another employer?

6. Will I be able to make any decisions affecting my work? Does this matter to me?

7. Will I travel or relocate?

8. Will I be proud to tell my friends what I do?

9. Is the job permanent or temporary?

10. If permanent, is there reasonable job security?

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11. Does this job require union membership?

The institution

1. Is the facility too large, too impersonal, or too rule-oriented for my personality?

2. Is the facility too small to offer room for advancement or impressive credentials for a future resumé?

3. Does the facility have a healthy financial position and is it a growing organization?

4. Is there a high turnover of personnel, and if so, why?

5. Does the organization promote from within the ranks or turn to outsiders to fill supervisory jobs?

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6. Have I met the person who would be my immediate supervisor?

7. Does the supervisor seem like the sort of person with whom I could get along?

8. Do co-workers appear to be easy to get along with?

9. Is the facility's location convenient?

10. Is the physical setting acceptable (adequate light, ventilation, cleanliness)?

11. What is the facility's reputation for fair treatment of employees?

12. Is a written personnel policy available that covers vacations, sick leave, cause for dismissal, and so forth?

Financial Rewards

1. Do the earnings meet my minimum needs?

   ____

   ____

2. Are there automatic cost-of-living increases?

   ____

   ____

3. Are raises based on merit, length of service, certification, continuing education hours?

   ____

   ____

4. What fringe benefits are provided (health insurance, free parking, discount privileges, malpractice insurance, uniform allowance, and others)?

   ____

   ____

When to Say "No"

Should you always turn down an offer that does not measure up?

That depends on several questions. How desperately do you need to earn money? How competitive is the field you hope to enter? Would it be best to get your foot in the door any way you can? How valuable is the experience you will gain? There are times when it is wise to accept a job that does not meet your ideal.

On the other hand, if both your logical thinking and initial feeling are negative, it may be best to say "thanks, but no thanks," and look elsewhere.

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INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 6

Skill development for:
READING SKILLS
WRITING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by asking students if they have ever evaluated a job offer or if they immediately took a job because they needed the money. Remind them that in today's market of nursing shortages, they do not have to take just any job, but may have the luxury of being selective.
- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Gain factual information

— Draw conclusions

— Follow written instructions

WRITING SKILLS

— State ideas clearly

— Use complete sentences

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Collect/record information

— Identify critical elements/issues

— Apply a problem-solving model

— Analyze/synthesize information

— Identify/analyze underlying assumptions

— Draw conclusions

- Predict results/outcomes
- Identify/evaluate consequences
- Create a finished product (written, oral, practical)
- Apply intuitive/creative thinking process (brainstorming, lateral thinking, divergent thinking, etc.)

EMPLOYABILITY SKILLS

- Analyze personal occupational aptitudes/preferences
- Investigate employment prospects of a career field/occupation
- Investigate requirements for a career, field/occupation
- Investigate benefits of a career field/occupation
- Compare/evaluate career options
- Develop personal career path
- Locate appropriate jobs
- Analyze duties/requirements/benefits of specific job
- Develop self confidence/esteem

- Suggest that students read want-ads from their local Sunday newspaper for a wide selection of available jobs.
- Collect nursing journals or newsletters that contain job ads.
- Students may want to bring newspapers to class and work in small groups of 3 to 5 students to decide on the job they are interested in.
- If students make a phone contact about the job, they probably will be connected with a secretary/receptionist. Tell them to ask this person about the job, unless s/he suggests they speak with a superior.

- Unless students have a personal interview, they may not be able to answer all the questions completely. Tell them to use their best judgment based on previous knowledge or inferences they can make.

- Remind students to proofread their own papers carefully. They may want to work with a partner and proofread each other's papers.

- Ask volunteers to share their jobs with the class and state why they would/would not take them. This may be done with the entire class or in smaller groups.

- If students have difficulty identifying critical elements, have them divide a sheet of notebook paper in half vertically with a line. At the top of one half write, a "–" to represent negative aspects of the job. On the other half write a "+" to represent positive aspects of the job. Ask them to list the information they've received on one side or the other. This exercise should help analyze their information.

- If students have difficulty drawing conclusions, have them count the points listed under each side and compare the number of positive aspects to the number of negative aspects.

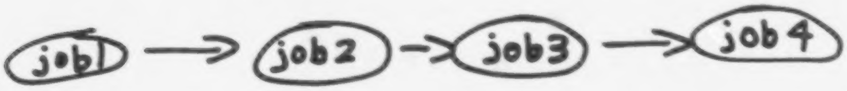
- If students have difficulty predicting results/outcomes and/or identifying/evaluating consequences, ask them to select the 3 most important aspects of the job. After their selections are made, the comparison should be a simple 2 to 1, either for or against the job. However, remind students that there are sometimes extenuating circumstances (such as putting food on the table for your family) which may make the decision for them!

- If students have difficulty thinking creatively when evaluating jobs, have them write down a possible alternative which could turn each negative listed into a positive, such as:

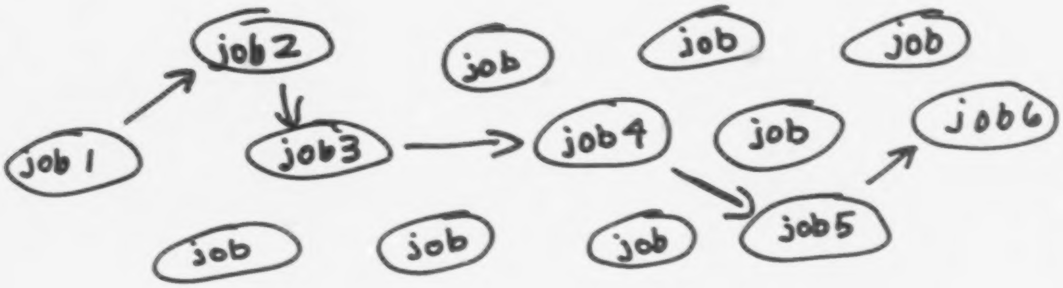
Negative	Positive way to look at it
Hours are 11 PM-7 AM	No child care expense since spouse will be home to care for children

- If students have difficulty applying intuitive thinking techniques, remind them that although the shortest distance between two points is a straight line, there are numerous routes that will lead them to their career goal.

EXAMPLE: Linear thinking about a career path might look like


job1
job2
job3
job4

Divergent thinking about a career path might look like:


job 1
job2
job3
job4
job5
job6
job
job
job
job
job
job
job

- If students have difficulty identifying/analyzing underlying assumptions, have them list some of their assumptions about the job *before* they actually investigate it. Afterwards, they will be able to check how accurate their assumptions were.

ASSIGNMENT SHEET 7

DEVELOP TECHNIQUES FOR CAREER SUCCESS

VII

NAME ______________________________ SCORE ________

OBJECTIVE 26 **Compare job opportunities.**

INTRODUCTION

How do you choose the right job if you receive more than one good offer? How do you compare apples to oranges? Use the forms provided to determine which job is better for you.

DIRECTIONS

Evaluate the job offer by answering the questions that follow.

The jobs

Job one is as a practical nurse in a 300-bed hospital 15 minutes from your home. You will be working in the geriatrics unit from 3:00 p.m. to 11:00 p.m. The hospital offers a full range of benefits, including low-cost medical and dental insurance for your family, continuing education opportunities, and a discount on cafeteria lunches. Most medical care received in the hospital by you or your family members will be at a discounted price. Your uniform and parking will also be provided. The salary is rather low, however, starting at only $6.50 per hour with no differential. A salary increase will be considered in three months if job performance is adequate. The interview went very well, but you only met a personnel officer and one charge nurse. Both seemed friendly and supportive.

Job two is in a private dermatology practice. The practice is small, with only the doctor, a receptionist, and one other part-time nurse. Hours are 8:30 to 5:30 weekdays. Benefits include liberal vacation and sick leave, but, this assumes the part-time nurse can cover for you. Medical insurance is included with a co-payment from you of $75.00 per month to cover the entire family. No dental insurance is included. One-half of your continuing education expenses will be met. A specified uniform must be purchased and worn at all times. The office is 20 minutes from your home, but near your babysitter and grocery store. Starting salary is $7.50 per hour. A salary review is held annually and raises may be granted at that time. You have known the doctor for some time and know you will get along well with him and the other employees.

Reading Comprehension Skills
- Gain factual information
- Draw conclusions
- Make generalizations

Functional Reading Skills
- Follow written instructions

Language Skills
- State ideas clearly

Composition Skills
- Use complete sentences

General Relating Skills
- Identify personal values/attitudes

Cognitive Activity Skills
- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions
- Identify/evaluate consequences

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Job Search/Selection Skills
- Analyze personal occupational aptitudes/preferences
- Investigate requirements for a career field/occupation
- Investigate benefits of a career field/occupation
- Compare/evaluate career options
- Analyze duties/requirements/benefits of specific job

Job Acquisition/Development Skills
- Develop self confidence/esteem

The comparison

1. What are the things I really like about each job?

   Job 1

   ____

   ____

   Job 2

   ____

   ____

2. What are the things I really dislike about each job?

   Job 1

   ____

   ____

   Job 2

   ____

   ____

3. What will accepting the job cost me (lunches, travel, uniform, parking, etc.)

   Job 1

   ____

   ____

Job 2

4. What will I make working at this job (salary, benefits)

Job 1

Job 2

5. How will accepting or declining this job affect the future of my career?

Job 1

Job 2

6. My choice ____________________

DEVELOP TECHNIQUES FOR CAREER SUCCESS

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 7

Skill development for:
READING SKILLS
WRITING SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by explaining that in today's job market, anyone who gets two job offers is fortunate, as many people have lost their jobs. If students are faced with this welcomed dilemma, they can apply the knowledge gained from this lesson to their real situation.

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Gain factual information

— Draw conclusions

— Make generalizations

— Follow written instructions

WRITING SKILLS

— State ideas clearly

— Use complete sentences

INTERPERSONAL/RELATING SKILLS

— Identify personal values/attitudes

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Identify critical elements/issues

— Analyze/synthesize information

— Draw conclusions

— Identify/evaluate consequences

EMPLOYABILITY SKILLS

— Analyze personal occupational aptitudes/preferences

— Investigate requirements for a career field/occupation

— Investigate benefits of a career field/occupation

— Compare/evaluate career options

— Analyze duties/requirements/benefits of specific job

— Develop self confidence/esteem

- After students have read the two job descriptions, have them work in small groups of 3 to 5 students to discuss what they like and dislike about the jobs. Select a leader and a time-keeper.

- For #5, students may want to consider which job offers the better opportunity for advancement.

- When students are writing their answers to the questions, remind them to use standard grammar, correct spelling, punctuation, capitalization, and to use complete sentences. For example, in #1, instead of replying *the hours*, they could write, *The 8:30 to 5:30 hours are more convenient because my children are in school at that time.*

- After papers are complete, have students exchange them with a partner for proofreading.

- Have students make necessary written corrections.

- In small groups or with the entire class, ask volunteers to explain which job they prefer and why.

- If students have difficulty identifying their personal values/attitudes or with the creative thinking/problem solving skills, refer back to the instructional supplement for Assignment Sheet 6 and have the students use some of the rating techniques and decision making techniques suggested.

- If students have difficulty analyzing their personal preferences, have two or more students compare the same job. Explain that the job might be perfect for one student while it would not be a good match for another student. Remind the students that personal preference is just that—personal—one student's preference probably won't be the same as another student's preference and that's OK.

- Explain to students that this exercise can be used to evaluate every career move they make for the rest of their lives. Students will develop self-confidence and esteem by practicing the task of making objective comparisons between 2 or more jobs, ideas, techniques or methods until they reach proficiency.

ASSIGNMENT SHEET 8

DEVELOP TECHNIQUES FOR CAREER SUCCESS

VII

NAME ______________________________ SCORE ________

OBJECTIVE 27

Prepare for success in asking for a raise.

INTRODUCTION

One common source of job dissatisfaction is pay. Yet, many people are unwilling to ask for a raise. Others ask, but don't get raises because they don't present their request constructively.

DIRECTION

Follow the steps below then ask your instructor for a raise. Review communication skills learned in Unit III.

Functional Reading Skills
- Follow written instructions

Language Skills
- State ideas clearly

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Analyze/apply nonverbal communication
- Communicate with supervisors

General Relating Skills
- Analyze/apply nonverbal communication
- Interact with supervisors

1. List your assets:

Skills: ____

____

____

____

Education: ____

____

____

____

Leadership/Influencing Skills
- Develop esteem in self/others
- Persuade others

Cognitive Activity Skills
- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Predict results/outcomes
- Develop an action plan
- Evaluate results/outcomes

Job Acquisition/Development Skills
- Apply business etiquette
- Practice good personal presentation
- Develop self confidence/esteem
- Deal effectively with supervisors

Experience: ____________________

____

____

____

Personal traits: ____________________

____

____

____

2. How have you helped your employer meet his or her goals?

____

____

____

3. What are three reactions your supervisor might have to your request? Write exactly what you think he or she might say. Then list your response.

NOTE: Your response should be calm and constructive.

Reactions

____

____

____

Responses

____

____

____

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4. What questions do you think your supervisor might ask? What are your answers?

Questions

____

____

____

____

____

____

Answers

____

____

____

____

____

____

5. Rehearse your questions and answers. When you feel comfortable with them, schedule a time to talk to your instructor.

6. Ask for the raise. During the conversation, follow the same guidelines you used for the job interview. Ask for a specific amount. Do not allow the discussion to focus on your needs; concentrate instead on your worth.

7. Do not expect an answer during the meeting. Do feel free, however, to ask when you might expect an answer.

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DEVELOP TECHNIQUES FOR CAREER SUCCESS

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 8

Skill development for:
READING SKILLS
WRITING SKILLS
ORAL COMMUNICATIONS SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by asking students if they have ever asked for a pay raise. Ask: "Were you successful?" Is asking for a pay raise something you think you would ever do?

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Follow written instructions

WRITING SKILLS

— State ideas clearly

ORAL COMMUNICATIONS SKILL

— Apply active listening skills

— Analyze/apply non-verbal communications

— Communicate with supervisors

INTERPERSONAL/RELATING SKILLS

— Analyze/apply non-verbal communications

— Interact with supervisors

— Develop esteem in self/others

— Persuade others

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Predict results/outcomes
- Develop an action plan
- Evaluate results/outcomes

EMPLOYABILITY SKILLS

- Apply business etiquette
- Practice good personal presentation
- Develop self confidence/esteem
- Deal effectively with supervisors

- Tell students they will have to project into the future for this assignment sheet, especially with regard to #2.
- Remind students to follow rules for writing.
- When they finish writing, have students work with a partner or in a small group. Have them share their papers and ask for class input.
- Let students rehearse their questions and answers with a partner or in a small group. Assign someone to be the supervisor and role play.
- If students have difficulty with the creative thinking/problem solving skills, prepare or find scenarios for them to read and role play. Strengths, weaknesses and accomplishments should be included in the scenarios in order for the students to identify these during their exercises.
- Based on the scenarios, have students prepare to ask for a raise. Remind them to stick to the facts and leave emotional appeals out of their presentations.

- In order for students to practice oral communication skills and interpersonal or relating skills, play the role of the supervisor in various moods such as one who:
    - is late for an appointment
    - has a headache
    - is in a bad mood
    - has already made up his/her mind not to give a raise
- If students have difficulty applying business etiquette, review *Letitia Baldrige's Complete Guide To The New Manners For The 90's*, a 1990 publication from Rawson Associates or *Emily Post on Business Etiquette*, a 1990 publication from Harper & Row Publishers. Prepare handouts which describe major points of etiquette they will need to consider when asking for a raise, such as scheduling an appointment, etc. Discuss the handouts with the class.
- Using the same reference books, prepare handouts which describe proper personal presentation. Discuss the handouts with the class.
- Remind students that practicing skills such as asking for a raise will help them become more competent when they must perform in a real-life situation. Competence at a task enhances self-confidence and self-esteem.
- Relate this exercise to the real world experience by explaining to them that their immediate supervisors will probably **not** have the authority to give raises, but they may be able to recommend them for raises. Remind them that in some organizations, raises are tied to performance appraisals which are given at 6 month or yearly intervals. In these organizations, it rarely does any good to ask for a raise in between these times.

ASSIGNMENT SHEET 9

DEVELOP TECHNIQUES FOR CAREER SUCCESS

VII

NAME ______________________________ SCORE _______

OBJECTIVE 28 **Write a letter of resignation.**

INTRODUCTION

Most people today have eight careers during their working lifetimes. Even those who have only one career may change their job several times. Changing jobs may be a way to advance, to increase income, to make life easier. But leaving should be handled as professionally as finding a job. A letter of resignation should always be submitted with at least two weeks of notice. Even in bad situations, your future employer may contact your present employer. By handling leaving professionally, you present yourself as a professional to prospective employers.

DIRECTIONS

Using the form on the next page as a guide, write a letter of resignation to your instructor. Be sure your letter is clean, that spelling and grammar are correct, and that the tone of the letter is professional.

Functional Reading Skills
- Follow written instructions

Language Skills
- Use standard grammar, correct spelling, punctuation and capitalization
- State ideas clearly

Composition Skills
- Use complete sentences
- Use topic sentences
- Use introductory/closing paragraphs
- Proofread and edit

Functional Writing Skills
- Write letters

SUGGESTED
EVALUATIVE CRITERIA

1. Language skills (grammar, spelling, capitalization, punctuation, complete sentences)	30 points
2. Composition skills (topic sentences, introductory paragraph)	15 points
3. Content	45 points
4. Neatness of letter	10 points
TOTAL	100 points

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Job Acquisition/
Development Skills

- Apply business etiquette
- Develop self confidence/esteem
- Deal effectively with supervisors

Sample Letter of Resignation

Your address
Date

Employer's Name and Title
Address

Dear Mr./Ms. __________

Please accept my resignation as Charge Nurse on Unit 3, to be effective in two weeks (*actual date*). I am leaving for personal reasons (*having recently decided to pursue employment closer to my aging parents*).

My association with (*agency*) has been both vocationally and personally rewarding. It is satisfying to know that I have been able to contribute to (*agency's*) positive reputation of patient care.

Please accept my thank you for the support you have provided me through the past ___ years of employment. It is my hope that you will provide a positive reference, should I need it for future employment.

Sincerely,

Your signature
Typed name

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DEVELOP TECHNIQUES FOR CAREER SUCCESS

INSTRUCTIONAL SUPPLEMENT FOR ASSIGNMENT SHEET 9

Skill development for: READING SKILLS
WRITING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by asking: Have you ever resigned from a job? Did you write a letter of resignation? For what reasons do you think you might resign from a job in the future?

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Follow written instructions

WRITING SKILLS

— Use standard grammar, correct spelling, punctuation, and capitalization

— State ideas clearly

— Use complete sentences

— Use topic sentences

— Use introductory/closing paragraphs

— Proofread and edit

— Write letters

EMPLOYABILITY SKILLS

— Apply business etiquette

— Develop self-confidence/esteem

— Deal effectively with supervisors

- Emphasize to the students that criteria for grading their assignment will include all of the following:

  1. Use of good language skills (grammar, spelling, capitalization, punctuation, complete sentences)
  2. Use of good composition skills (topic sentences and introductory paragraph)
  3. Content
  4. Neatness

- Review topic sentences and introductory paragraph construction.

- Prepare or find examples of good resignation letters to show students. Make sure they are all appropriate for the positions in which they may be employed.

- Have students analyze the content of each paragraph. Ask: "What is the function of the first paragraph?" "the second?" "the third?"

- Remind students to be sure to capitalize and punctuate correctly. Point out that details are omitted in the sample letter. Ask: "What punctuation is needed after the greeting?"

- If students have trouble deciding on a reason for resignation, they may want to meet in small groups for a few minutes to discuss some reasonable possibilities. Find or prepare scenarios for students to use.

- After letters are written, have students exchange them with a partner to proofread each other's papers.

- Have students make any necessary corrections on their letters and revise/improve them.

- Remind students that the inside address is the address of the employer from which they are resigning. If letters are to be mailed to the instructor, her/his name is written on the envelope.

- Ask volunteers to read their letters to the class. Encourage class input.

- Suggest to the students that the use of word processing equipment is desirable. Encourage all those who have access to such equipment to use it in preparing this assignment. Suggest to students places they might gain access to equipment.

- Review business etiquette references suggested in the instructional supplement for Assignment Sheet 8. Prepare handouts for students and discuss.

- Locate or write sample letters for students to evaluate. Ask: "What makes this an appropriate letter of resignation?" and "What makes this inappropriate?"

- Collect copies of the best student letters to use as examples for future classes.

ASSIGNMENT ANSWERS — DEVELOP TECHNIQUES FOR CAREER SUCCESS — VII

ASSIGNMENT SHEET 1	Evaluations should be completed to the satisfaction of the instructor. Scores should reflect honesty, thought, and willingness to use the working environment checklist and personal characteristics checklist in future job preparation and job searches.
ASSIGNMENT SHEET 2	The resumé should be completed to the satisfaction of the instructor. Grade should reflect neatness, accuracy, and reflection of a professional attitude. The use of a professionally-prepared resumé should be accepted, perhaps encouraged, as the goal of the assignment is to compile a usable resumé.
ASSIGNMENT SHEET 3	The cover letter should be completed to the satisfaction of the instructor. Scores should reflect neatness, accuracy, and use of the proper format.
ASSIGNMENT SHEET 4	The application form should be completed to the satisfaction of the instructor. Scoring should reflect the neatness of the application form and the use of positive, appropriate answers. Errors in spelling or grammar or incomplete spaces should be noted.
ASSIGNMENT SHEET 5	The follow-up letter should be completed to the satisfaction of the instructor. Scores should reflect the appearance of the letter, the use of proper spelling and grammar, and a professional tone of voice.
ASSIGNMENT SHEET 6	Job-offer evaluations should be completed to the satisfaction of the instructor. As evaluations are personal in nature, the use of individual criteria should be encouraged and rewarded. Check that situations affecting the satisfaction of the job are honestly evaluated and that any personal considerations, such as transportation or child care problems, are weighed.

ASSIGNMENT SHEET 7

Job comparisons should be completed to the satisfaction of the instructor. Scoring should reflect the method of decision-making, and not the final decision. Stress to students that personal satisfaction and other intangible benefits should be considered. Scores should be based on complete and accurate consideration of each job and personal traits and needs.

ASSIGNMENT SHEET 8

Requests for a raise should be completed to the satisfaction of the instructor. Scoring should reflect professionalism of attitude, preparation for request, and use of constructive communication skills.

ASSIGNMENT SHEET 9

Letters of resignation should be completed to the satisfaction of the instructor. Scoring should reflect neatness, accuracy in spelling and grammar, and a professional attitude. Stress that length of a letter of resignation does not affect its quality.

OBJECTIVE 29a

Use a telephone to arrange a job interview.

EQUIPMENT AND SUPPLIES

- A telephone
- Pencil and paper

INTRODUCTION

Use the guidelines below to role-play a situation in which you make an appointment by telephone.

Remember these things when calling for an appointment:

- Keep the receptionist on your side. The receptionist is there to help you.
- Do not ask over the telephone how much the job pays.
- Be polite and courteous. Remember that this call is the first contact you may have with the firm. Make that first impression a good one.

PROCEDURE

Functional Reading Skills
- Follow written instructions

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Apply questioning techniques
- Communicate with professional colleagues/ associates

1. Plan what you are going to say before you call.
2. State your name and reason for calling.

   EXAMPLE: "Hello, this is Marion Moss, and I'm calling about your ad for a staff nurse in the *Sometown Daily News*. I would like to make an appointment for an interview."

3. Ask when would be the best time for you to come for the interview.
4. Record the day, time, and place of the interview and the name of the interviewer.
5. Thank the receptionist.

Basic Skills (continued)

Teamwork/Cooperative Skills
- Give/receive feedback

Leadership/Influencing Skills
- Obtain confidence of others
- Develop esteem in self/others
- Persuade others

Job Search/Selection Skills
- Locate appropriate jobs

Job Acquisition/ Development Skills
- Apply business etiquette
- Develop self confidence/esteem
- Deal effectively with professional colleagues/associates

DEVELOP TECHNIQUES FOR CAREER SUCCESS

INSTRUCTIONAL SUPPLEMENT FOR JOB SHEET 1

Skill development for:
READING SKILLS
ORAL COMMUNICATIONS SKILLS
INTERPERSONAL/RELATING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by asking: Have you made appointments for job interviews in the past? What happened? Did you get the job?

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Follow written instructions

ORAL COMMUNICATIONS SKILLS

— Apply active listening skills

— Apply questioning techniques

— Communicate with professional colleagues/associates

INTERPERSONAL/RELATING SKILLS

— Interact with professional colleagues/associates

— Give/receive feedback

— Obtain confidence of others

— Develop esteem in self/others

— Persuade others

EMPLOYABILITY SKILLS

— Locate appropriate jobs

— Develop self confidence/esteem

— Deal effectively with professional colleagues/associates

- Assign students a partner for practicing the telephone conversation for the job interview. Students should take turns being the job hunter and the receptionist. If students want more practice, let them choose other possible jobs from ads in newspapers and telephone for more interviews.

- If possible, set up telephones so that there is a partition between the persons talking on the telephone or have them sit so that they are not facing one another.

- If students have difficulty with the oral communication skills such as remembering questions to ask during the phone conversation, prepare a form such as the one below. Remind them that they can prepare handwritten forms on their own to meet the needs of any situation.

Called:
Date:
Time:
Spoke with:
and:

Interviewer's Name:
Time:
Place:
Best place to park:

- Remind students to speak in a clear, well-modulated voice.

- If students have difficulty with the interpersonal/relating skills, devise a role play situation where a potential applicant is rude and demanding on the phone. Contrast it with another role play where the applicant is pleasant and says "please" and "thank you." Ask students in which situation the applicant is:

  - interacting positively
  - giving and receiving positive feedback
  - obtaining the confidence of others
  - developing esteem in self or others
  - persuading others to help them

  Discuss the term *payback* with students. Ask: How do others payback rude and demanding behavior? How are they likely to payback pleasant and mannerly behavior? Which type of payback would benefit a potential applicant?

JOB SHEET 2

DEVELOP TECHNIQUES FOR CAREER SUCCESS

VII

OBJECTIVE 29b **Participate in a job interview.**

EQUIPMENT AND SUPPLIES

- Resumé
- Complete job application
- Proper dress

INTRODUCTION

Prepare for a job interview. Choose appropriate clothing, complete all paperwork, and rehearse questions you feel may be asked during an interview.

When you feel ready, schedule an interview with your instructor. Dress appropriately and behave just as you would during a regular interview. After the interview, answer the questions on the Self-Evaluation Sheet.

PROCEDURE

Functional Reading Skills
- Follow written instructions

Language Skills
- State ideas clearly

Listening Skills
- Apply active listening skills
- Draw conclusions/ make generalizations
- Analyze/identify point of view

Interactive Communication Skills
- Apply questioning techniques
- Conduct/receive interviews
- Analyze/apply nonverbal communication

1. Dress appropriately.
2. Arrive on time.
3. Greet the receptionist politely.
4. State your name, your purpose, the person you are to see (if you have that information), the appointment time.

   EXAMPLE: Hello. I'm Terry Bishop. I have a job interview with Mrs. Ralston at 10:00.

5. Give the receptionist your application form, resumé, and all pertinent documents.
6. Thank the receptionist for her/his instructions.
7. Wait patiently, reading or sitting quietly.

   NOTE: Don't groom yourself or indicate nervousness or impatience with nonverbal cues such as wiggling your foot.

8. When you meet the interviewer, greet him or her by name; state your name and the job for which you are applying.
9. Remain standing until invited to be seated.

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- Communicate with supervisors
- Communicate with professional colleagues/associates

General Relating Skills
- Analyze/apply nonverbal communication
- Interact with supervisors
- Interact with professional colleagues/associates

Teamwork/Cooperative Skills
- Select/apply appropriate behavior
- Give/receive feedback

Leadership/Influencing Skills
- Obtain confidence of others
- Develop esteem in self/others
- Persuade others

Cognitive Activity Skills
- Collect/record information
- Identify critical elements/issues
- Define a problem
- Identify underlying causes
- Analyze/synthesize information
- Draw conclusions
- Identify/develop alternatives
- Evaluate alternatives

Job Acquisition/ Development Skills
- Interview for a job
- Apply business etiquette

10. Use positive communication skills:

    - Speak freely, distinctly, and to the point.
    - Answer questions directly and truthfully.
    - Act enthusiastic, attentive, and interested.
    - Avoid any negative reference to previous employers.
    - Focus attention on your strong points, but admit limitations honestly.
    - Be a good listener; maintain good eye contact.
    - Use tact in asking for information that has been overlooked.
    - Ask appropriate questions, show interest in the job and the organization, not just salary and benefits.

    NOTE: Be sure to find out when you might expect to hear about a decision.

11. Maintain a respectful, professional attitude.

12. When the interview is over, thank the interviewer, reemphasize your interest in the position, and leave courteously.

13. Thank the receptionist before you leave.

SELF-EVALUATION OF THE JOB INTERVIEW

1. The best answer I gave was

   ____

   ____

2. The worst answer I gave was

   ____

   ____

- **Practice good personal presentation**
- **Develop self-confidence/esteem**
- **Deal effectively with supervisors**
- **Deal effectively with professional colleagues/ associates**

3. During the interview, my posture and mannerisms made me appear

____

____

4. One question I was not prepared for was ______________

____

____

5. If I could change one thing about the interview it would be

____

____

6. Strengths I will concentrate on during real interviews are

____

____

INSTRUCTIONAL SUPPLEMENT FOR JOB SHEET 2

Skill development for:
READING SKILLS
WRITING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL/RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce assignment by asking: Have you had interviews for previously held jobs? For what position? Did you prepare a resumé? A job application? Did you wear formal business clothes?

- Discuss with students the following skills which are relevant to this task:

READING SKILLS

— Follow written instructions

WRITING SKILLS

— State ideas clearly

ORAL COMMUNICATION SKILLS

— Apply active listening skills

— Draw conclusions/make generalizations

— Analyze/identify point of view

— Apply questioning techniques

— Conduct/receive interviews

— Analyze/apply non-verbal communication

— Communicate with supervisors

— Communicate with professional colleagues/associates

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INTERPERSONAL/RELATING SKILLS

- Analyze/apply non-verbal communication
- Interact with supervisors
- Interact with professional colleagues/associates
- Select/apply appropriate behavior
- Give/receive feedback
- Obtain confidence of others
- Persuade others

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Collect/record information
- Identify critical elements/issues
- Define a problem
- Identify underlying causes
- Analyze/synthesize information
- Draw conclusions
- Identify/develop alternatives
- Evaluate alternatives

EMPLOYABILITY SKILLS

- Interview for a job
- Apply business etiquette
- Practice good personal presentation
- Develop self confidence/esteem

  - Deal effectively with supervisors
  - Deal effectively with professional colleagues/associates
- Let students rehearse for their interview by role-playing. Assign four students to a group: the person being interviewed, the interviewer, the receptionist, and one student to give input. Students should rotate roles until they have played all four parts.
- If possible, video-tape the interview and play it back for students to view before they fill out the Self-Evaluation.
- Remind students to state ideas clearly when filling out the Self-Evaluation.
- Have students exchange papers with a partner for a "reality check." Did the partner recognize the same strengths and weaknesses as the student?
- If students have difficulty with the oral communication skills, review with them the information covered in the unit on communication.
- If students interview poorly because they don't answer questions correctly, remind them to ask clarifying questions and make sure they know what the interviewer is asking before they respond.
- Have students practice sitting in a manner that communicates openness. Remind them that non-verbal communication (body language) says just as much as their words do.
- If students have difficulty applying questioning techniques, ask them to prepare some appropriate questions in advance of the interview. Find or prepare sample questions for students to review.
- Remind students to "stick to the facts" when answering questions and leave emotional appeals out of the interview. Explain that potential supervisors and professional colleagues/associates want to find out how a potential applicant's skills can complement the skills of the staff already in place.

- If students have difficulty with interpersonal or relating skills, such as selecting and applying appropriate behavior, review with them the business etiquette points from references mentioned in the instructional supplement for Assignment Sheet 8.
- If students have difficulty with analyzing or identifying points of view, ask students: Why did the interviewer ask that question? What did he/she want to find out about you? Why was it important?

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PRACTICAL TEST 1

DEVELOP TECHNIQUES FOR CAREER SUCCESS VII

JOB SHEET 1

Use a telephone to arrange a job interview.

Student's Name ______________________ Date ______________

Evaluator's Name ______________________ Attempt No. ________

INSTRUCTIONS

When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Planned what to say before calling.	_____	_____
2. Stated name and reason for calling.	_____	_____
3. Asked when the best time for the interview would be.	_____	_____
4. Recorded the day, time, and place of the interview and the name of the interviewer.	_____	_____
5. Thanked the receptionist.	_____	_____

EVALUATORS COMMENTS

____

____

____

____

PRODUCT EVALUATION

(EVALUATOR NOTE: Rate the student on the following criteria circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another product must be submitted for evaluation.)

CRITERIA

Was prepared for call and in command of the situation	4	3	2	1
Showed courtesy and tact at all times	4	3	2	1
Asked pertinent questions and avoided inappropriate questions	4	3	2	1
Took adequate and clear notes	4	3	2	1
Operated the telephone correctly	4	3	2	1

EVALUATORS COMMENTS

____

____

____

PERFORMANCE EVALUATION KEY

4 -	Skilled — Can perform job with no additional training.
3 -	Moderately skilled — Has performed job during training program; limited additional training may be required.
2 -	Limited skill — Has performed job during training program; additional training is required to develop skill.
1 -	Unskilled — Is familiar with process, but is unable to perform job.

AVERAGE RATING

(EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" an divide by the total number of criteria.)

PRACTICAL TEST 2

DEVELOP TECHNIQUES FOR CAREER SUCCESS

VII

JOB SHEET 2

Participate in a job interview.

Student's Name ______________________ Date ____________

Evaluator's Name ______________________ Attempt No. ________

INSTRUCTIONS

When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Dressed appropriately.	_____	_____
2. Arrived on time.	_____	_____
3. Greeted the receptionist politely.	_____	_____
4. Stated name, purpose, the person with whom the appointment is scheduled, and the appointment time.	_____	_____
5. Brought proper documentation to the interview.	_____	_____
6. Gave the receptionist the application form and resumé.	_____	_____
7. Thanked the receptionist for his/her instructions.	_____	_____
8. Waited patiently, reading or sitting quietly.	_____	_____
9. Greeted interviewer by name, stated name and the job applied for.	_____	_____

	YES	NO
10. Remained standing until invited to be seated.	____	____
11. Used positive communication techniques.	____	____
12. When the interview was over, thanked the interviewer, reemphasized interest in the position, and left courteously.	____	____
13. Thanked the receptionist.	____	____
14. Maintained a respectful, professional attitude.	____	____
15. Performed steps in a timely manner.	____	____
16. Provided satisfactory responses to questions asked.	____	____

EVALUATORS COMMENTS ____

____

____

____

PRODUCT EVALUATION

(EVALUATOR NOTE: Rate the student on the following criteria circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another product must be submitted for evaluation.)

CRITERIA

Appeared neat and professional	4	3	2	1
Displayed a calm, confident attitude	4	3	2	1
Gave honest and appropriate answers; was obviously prepared	4	3	2	1
Used courtesy throughout the interview	4	3	2	1

EVALUATORS COMMENTS

____

____

____

PERFORMANCE EVALUATION KEY

4 -	Skilled — Can perform job with no additional training.
3 -	Moderately skilled — Has performed job during training program; limited additional training may be required.
2 -	Limited skill — Has performed job during training program; additional training is required to develop skill.
1 -	Unskilled — Is familiar with process, but is unable to perform job.

AVERAGE RATING

(EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" an divide by the total number of criteria.)

WRITTEN TEST

DEVELOP TECHNIQUES FOR CAREER SUCCESS

VII

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with developing techniques for career success to their correct definitions. Write the correct letter in each blank.

______1. Payments or other compensation made by an employer in addition to wages or salaries

______2. A position of employment

______3. Notice that an employee is leaving his or her job

______4. A form provided by a prospective employer and completed by a job applicant that details the applicant's work and education history and other information

______5. Training or education for those already working in the field

______6. A face-to-face discussion between a prospective employer and job applicant

______7. A letter written by a job applicant and mailed, with a resumé, to a prospective employer

______8. A prepared list of skills, training, and job experience

______9. The long-range field of employment an individual chooses

a. Application
b. Assignment
c. Benefits
d. Career
e. Continuing education
f. Cover letter
g. Interview
h. Job
i. Licensure
j. Perks
k. Resumé
l. Resignation
m. Submission

OBJECTIVE 2 **List areas of employment available for LPN's.** List seven places LPN's are employed.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

OBJECTIVE 3 **Select from a list guidelines for taking the state board exam.** Write an "X" in the blank before each true statement.

_______1. Do not bring anything to the test. All forms, pencils, etc. will be given to you at the test site.

_______2. Since there is no time limit, take as long as you need to answer each question.

_______3. Carefully read all directions for the test so that you will understand each procedure, including scoring rules, penalties for incorrect answers, and time limits.

_______4. Bring friends or family members with you where you take the test for moral support.

_______5. Try to relax as you take the examination; read the major stem of each question carefully to make sure that you understand the key points of the question.

_______6. Leave the examination with the positive thought that you did the best you could do.

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OBJECTIVE 4 **Discuss criteria for licensure.**

1. If you are licensed in one state and move to another state, how can you obtain a license?
2. What is the period of licensure for your state?
3. What fees must be paid to reinstate a license that has lapsed?
4. What agency can revoke a license?

OBJECTIVE 5 **Complete statements about LPN responsibilities related to career success.** Write the correct words or phrases in the blanks.

1. Keep ____________ in your profession by taking the opportunities available to learn new skills and knowledge.
2. Continue to further your ________________ and practice by moving up the educational career ladder.
3. Maintain an ________ ________ at all times by striving to be nonjudgemental.
4. Protect yourself in all practices by performing only procedures in which you are ____________.
5. Obtain personal liability _________________.

OBJECTIVE 6 **Select from a list characteristics that employers look for in an employee.** Write an "X" in the blanks before each correct answer.

______1. Stable family life

______2. Knowledge of all skills required for the job and willingness to learn new skills

______3. Advanced degree

______4. Efficiency in planning work time carefully and using equipment properly

______5. Cooperation with all fellow employees

______6. Previous relationships with other employees

______7. Honesty

______8. Confidentiality

OBJECTIVE 7 **Arrange in order steps to take in finding and securing a job.** Write a "1" in the blank before the first step, a "2" in the blank before the second, etc.

______1. Write follow-up letters.

______2. List personal strengths you can offer an employer.

______3. Make a list of compatible employer possibilities.

______4. Contact a job placement counselor or employment agency.

______5. Ask friends to notify you about job openings.

______6. Write down a complete self-inventory.

______7. Survey job opportunities.

______8. Accept the job offer of your choice.

______9. Make a list of possible contacts to help you in your job search.

______10. Write cover letters and mail resumés to potential employers.

______11. Prepare a resumé.

______12. Prepare for interviews.

______13. Compare job offers.

______14. Resign from your current job with sufficient notice.

OBJECTIVE 8

List sources for locating employment opportunities. List four sources.

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________

OBJECTIVE 9

Distinguish between private and public employment agencies. Write an "X" in the blanks before characteristics of private employment agencies and an "O" in the blanks before characteristics of public agencies.

______1. May charge a placement fee

______2. Require a signed contract between employee and employer

______3. Are usually licensed and bonded

______4. Do not charge placement fees for services

______5. Are supported by state or federal government funds

______6. May provide additional benefits to the employee

______7. May be certified for federal and state reimbursements

______8. Give helpful aptitude tests and counseling if needed

OBJECTIVE 10

Complete statements about guidelines for telephoning for an interview appointment. Write the correct words or phrases in the blanks.

1. Plan what you want to ______ in advance.
2. Know the ________ of the employer or the interviewer.
3. Call during regular ________________ __________.
4. State your name clearly; __________ it if necessary.
5. Speak confidently, clearly, and distinctly. Be __________________ and businesslike.
6. Request a personal ________________; state which job you wish to apply for.
7. Be certain of the _______________, ________________ and ________________ of the appointment, and write down the pertinent information.
8. Make the conversation __________ and to the point; thank the person for the appointment.

OBJECTIVE 11

State the five guidelines for dressing for an interview.

____

____

____

____

____

OBJECTIVE 12

Select from a list documentation needed when applying for a job. Write an "X" in the blank before each correct answer.

______1. Social Security card and one other piece of identification.

______2. Personal data sheet or resumé

______3. Cover letter and resumé

______4. Follow-up letter

______5. Letter of application or application form

______6. License certificate

______7. Driver's license

______8. List of personal references

OBJECTIVE 13

Choose the words or phrases that complete statements about preparing for a job interview. Write the correct letter in the blank.

______1. Be prepared to ___.

a. fill out an employment application form.
b. fill out a W-4 form
c. document your job history
d. demonstrate your skills

______2. Dress appropriately, use appropriate titles, and___.

a. act as though you feel right at home
b. don't worry about looking nervous
c. try to appear calm
d. bring something to do while you wait

______3. Know why you___.

a. want to work for this business
b. might not want this particular job
c. were sent to this interviewer instead of someone else
d. might not get the job

______4. Before you leave for the interview___.

a. write and mail a follow-up letter
b. assemble appropriate papers
c. call to make sure it hasn't been canceled
d. try to find out what your salary and benefits would be

OBJECTIVE 14

List factors the employer evaluates during an interview. For each area, list one common observation made by an employer.

1. General appearance

   ____

2. Manners and personality

   ____

3. Self-expression

   ____

4. Personal interests and activities

   ____

5. Hobbies and interests

   ____

6. Past work experience

   ____

7. Education and personal preparation

   ____

OBJECTIVE 15

Choose the words or phrases that complete statements about guidelines for a successful interview. Write the correct letter in each blank.

______1. Act enthusiastic, attentive, and ___.

- a. let them know how much you need a job
- b. charming
- c. interested
- d. in charge

______2. Greet the interviewer by name; state your name and ___.

- a. the job for which you are applying
- b. when you graduated
- c. when you are available to work
- d. special skills or training

______3. Remain standing ___.

- a. as briefly as possible
- b. until conversation begins
- c. until invited to be seated
- d. as long as possible

______4. Speak freely, distinctly, and to the point. Answer questions directly and ___.

- a. quickly
- b. truthfully
- c. with as much explanation as possible
- d. with a "yes" or "no" whenever possible

______5. Focus attention on your strong points, but___.

- a. admit limitations honestly
- b. don't brag
- c. don't discuss weaknesses
- d. discuss them as briefly as possible

______6. Be a good listener; maintain ___.

- a. silence whenever possible
- b. good eye contact
- c. a focus on the interviewer rather than yourself
- d. a constant flow of conversation

______7. Recognize when the interview is over; ___.

- a. leave as quickly as possible
- b. thank the interviewer, reemphasize your interest in the position, and leave courteously.
- c. take a few minutes to visit with the interviewer
- d. but don't leave without some feel for whether or not you have the job

______8. Write a follow-up letter ___.

a. stating whether or not you accept the job
b. stating your minimum salary needs
c. thanking the employer for the interview
d. asking for an immediate answer

OBJECTIVE 16

List common employee benefits. List five common benefits.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

OBJECTIVE 17

Select from a list ways to increase self-satisfaction in a career. Write an "X" in the blank before each effective way.

______1. Develop your major friendships from among the people you work with.

______2. Join and be active in your professional organizations.

______3. Keep an open mind.

______4. Volunteer to attend any workshops or in-service programs that your institution might offer.

______5. Go out of your way to do extra things that impress your supervisor.

______6. Read journals, newsletters, and textbooks pertaining to your profession.

OBJECTIVE 18

List ways to continue education. List three ways to continue education.

1. ______________________________

2. ______________________________

3. ______________________________

OBJECTIVE 19 **State obstacles to career success.**

____

____

____

____

NOTICE The following assignment sheets and job sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 20	**Complete a self-inventory for career success.**	SCORE ______
OBJECTIVE 21	**Prepare a resumé.**	SCORE ______
OBJECTIVE 22	**Write a cover letter.**	SCORE ______
OBJECTIVE 23	**Complete an employment application.**	SCORE ______
OBJECTIVE 24	**Write a follow-up letter.**	SCORE ______
OBJECTIVE 25	**Evaluate a job offer.**	SCORE ______
OBJECTIVE 26	**Compare job opportunities.**	SCORE ______
OBJECTIVE 27	**Prepare for success in asking for a raise.**	SCORE ______
OBJECTIVE 28	**Write a letter of resignation.**	SCORE ______
OBJECTIVE 29	**Demonstrate the ability to:**	
	a. Use a telephone to arrange a job interview.	RATING ______
	b. Participate in a job interview.	RATING ______

WRITTEN TEST ANSWERS

DEVELOP TECHNIQUES FOR CAREER SUCCESS

VII

OBJECTIVE 1

1. c
2. h
3. l
4. a
5. e
6. g
7. f
8. k
9. d

OBJECTIVE 2

Answer may include any seven of the following:

- Physicians' offices
- Industries
- Health institutions (hospitals, nursing homes, clinics)
- Schools
- Private duty in hospitals or homes
- Summer camps
- Public health departments
- Military services
- Volunteer groups
- Hospices
- Insurance companies
- Medical equipment sales
- Veterinary medicine
- Home health care agencies

OBJECTIVE 3

3, 5, 6

OBJECTIVE 4

Discussion should include the following:

1. By applying to the new state, proving that requirements are met and license is current—written examination may be waived
2. Two years in Oklahoma
3. Reinstatement fee and current annual fee
4. Oklahoma Board of Nursing

OBJECTIVE 5

1. current
2. education
3. open mind
4. skilled
5. insurance

OBJECTIVE 6

2, 4, 5, 7, 8

OBJECTIVE 7

1. 11
2. 2
3. 4
4. 8
5. 7
6. 1
7. 3
8. 13
9. 5
10. 9
11. 6
12. 10
13. 12
14. 14

OBJECTIVE 8

Answer may include any four of the following:

- Other people
- Newspapers
- Employment agencies
- Former employers
- Health facility personnel offices
- School placement services
- Professional journals and newsletters
- Nurse's registry
- Temporary agencies

OBJECTIVE 9

1. X
2. X
3. X
4. O
5. O
6. X
7. X
8. O

OBJECTIVE 10

1. say
2. name
3. business hours
4. spell
5. courteous
6. interview
7. date/time/place
8. brief

OBJECTIVE 11

- Consider the type of job.
- Dress to fit the salary range of the job.
- Coordinate clothing.
- Be conservative and modest.
- Be well-groomed.

OBJECTIVE 12

1, 2, 5, 6, 8

OBJECTIVE 13

1. a
2. c
3. a
4. b

OBJECTIVE 14

Answers may include any one of the following in each category:

1. General appearance
   - Personal appearance and grooming
   - General health condition
   - Overall attitude

2. Manners and personality
   - Level of maturity
   - Friendliness and sense of humor
   - Poise
   - Initiative
   - Enthusiasm
   - Confidence
   - Honesty and sincerity

3. Self-expression
   - Ability to think and speak clearly
   - Speaking voice, including diction and grammar
   - Ability to ask intelligent questions and respond to questions

4. Personal interests and activities
   - Interest in community activities
   - Awareness of current events
   - Recreational and cultural interests

5. Hobbies and interests
    - Interest in community activities
    - Awareness of current activities
    - Recreational and cultural interests

6. Past work experience
    - Previous occupations
    - Salary levels
    - Reason for leaving last employment

7. Education and personal preparation
    - Interest in job requirements
    - Willingness to accept responsibility
    - Desire to continue education

OBJECTIVE 15

1. c
2. a
3. c
4. b
5. a
6. b
7. b
8. c

OBJECTIVE 16

Answers may include any five of the following:

- Unemployment compensation or insurance
- Worker's compensation
- Hospitalization, dental, and life insurance for the employee and dependents
- Uniforms
- Parking lot spaces
- Shift differential pay
- Paid time off for vacations, holidays, coffee or rest breaks, sick leave
- Opportunity to belong to a credit union
- Subsidized cafeteria
- Medications and treatment at a discount
- Preemployment physical
- Continuing education programs
- Liability insurance
- Merit pay
- Child care
- Adult parent care

OBJECTIVE 17	2, 3, 4, 6
OBJECTIVE 18	Answer must include 3 of the following: • Attend in-service programs. • Take courses at junior colleges or universities. • Take courses offered by professional organizations. • Take adult education courses in vocational and technical schools.
OBJECTIVE 19	• Low dedication to work ethic • Poor human relations skills • Poor attitude • Lack of technical knowledge
OBJECTIVE 20	Refer to answers to Assignment Sheet 1.
OBJECTIVE 21	Refer to answers to Assignment Sheet 2.
OBJECTIVE 22	Refer to answers to Assignment Sheet 3.
OBJECTIVE 23	Refer to answers to Assignment Sheet 4.
OBJECTIVE 24	Refer to answers to Assignment Sheet 5.
OBJECTIVE 25	Refer to answers to Assignment Sheet 6.
OBJECTIVE 26	Refer to answers to Assignment Sheet 7.
OBJECTIVE 27	Refer to answers to Assignment Sheet 8.
OBJECTIVE 28	Refer to answers to Assignment Sheet 9.
OBJECTIVE 29	Refer to Practical Test ratings for Job Sheets 1 and 2.